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A communiqué from Llandudno

by Peter Wilby

After undergoing a week of re-education at the National Union of Students' conference, your correspondent is able to concentrate his heightened level of political consciousness in the following eight-point communiqué, written in the correct parlance of student politics:

1. The participants noted the resurgence of the forces of reaction. Though the conference totally rejected Mr Mark Hoggard's candidature for the presidency, it actually elected Mr Steve Morris to the executive. At least one-seventh of the conference united vigorously and consistently behind the Conservatives.

2. However, do not be deceived by Conservative slogan-mongering. Their position is one of unprincipled opportunism. Their second and third preference votes were used to elect pasturing left bureaucrats such as Charles Clarke. They adopted a totally incoherent position in arguing that, by sweeping the totally bankrupt

Broad Left leadership from power and replacing them with the democratic and peace-loving forces of the ultra-left, the NUS would be weakened.

Revolutionary youth, be warned! Their real perspective is not to challenge the power of the monolithic Broad Left machine but to totally smash the ultra-left and usurp its position as the main opposition group within the NUS. These collaborationist tendencies are obscured by tokenist gestures such as Mr Morris's cooperation with Trotskyist groups in Birmingham University to crush the campaign to disaffiliate from the NUS.

3. Despite the diversionary and divisive activities of the Tories, forces in opposition to the interests of the mass of workers and students were not seriously strengthened during the conference. In most debates, the participants adopted principled Socialist policies in a principled Socialist manner.

Frequently the Conservatives did not dare to show their true faces in opposition to the revolutionary struggle. In the first ballots for full-time posts the combined Conservative/Liberal vote was never proportionately higher than that achieved by the windbags and ideologues of the Liberal Party and Radical Action Group last year.

4. The participants rejected the politics of passivity, as well as petty chauvinistic and antisocialist emotions. The warmest militant greetings from the exiled leader of the Chilean students were saluted by the conference. It was noted that this comrade, like all internationalist visitors who come to plan solidarity work at NUS conferences, applauded himself. Participants were able to totally reject party bourgeois individualist attitudes to this struggle. The comrade was not applauding himself personally but his objectively correct sentiments.

continued on back page

Majority of academics reject trade union rôle for AUT

by Alan Cune

The Association of University Teachers should be a professional association rather than a trade union, according to almost half the AUT members questioned in a recent survey.

The survey was conducted by National Opinion Polls Ltd, for THE TIMES. It discovered that of 501 AUT members questioned, 47 per cent thought the AUT should be a professional association, 32 per cent believed it should be a trade union, 16 per cent did not mind which, and 4 per cent did not know.

Younger and junior academics were more likely to believe that the AUT should be a trade union. Senior academics were against becoming trade unionists by three to one, whereas roughly equal numbers of junior academics thought the AUT should be a professional association and a trade union.

Academics from social science faculties, new universities, and Celtic universities were particularly disposed towards unionization. Of social scientists questioned, 43 per cent thought the AUT should be a trade union, compared with 29 per cent of scientists, 29 per cent of artists, and 32 per cent of engineers and technologists.

At the new universities, 45 per cent of AUT members voted for unionization, compared with 40 per cent against, while at Oxbridge only 26 per cent were for unionization, while 54 per cent wanted the AUT to remain a professional association.

Almost 60 per cent of academics aged between 26 and 29 years old were in favour of unionization, but the proportion in favour declined with age, until only 9 per cent of those aged 55 or more wanted the AUT to be a trade union while 74 per cent believed it should be a professional association.

Preference for the status of the

AUT as a professional association or a trade union was closely correlated with political attitudes.

Of academics who said they would vote Labour at a general election in the near future, 53 per cent thought the AUT should be a trade union, 24 per cent thought it should be a professional association. Of those who said they would vote Conservative, only 22 per cent thought the AUT should be a trade union, and of those who said they would vote Liberal the figure was 30 per cent.

There was also a close correlation between attitude to the status of the AUT and voting behaviour in the AUT ballot on affiliation to the Trades Union Congress.

Of those who had already voted in favour of TUC affiliation, 62 per cent were also in favour of the AUT being a trade union, while of those who voted against affiliation the figure was only 4 per cent.

Should the AUT be a professional association or a trade union? (501 interviews)

	All	Science	Social science	Arts	Technology	Oxbridge	London	Major cities	New cities	ex-CAT	New migrants	Wales	Scotland
Professional association	47	50	33	51	53	54	55	45	47	55	40	36	41
Trade union	32	28	43	22	32	26	20	54	52	14	45	43	33
Do not mind	16	18	18	18	15	19	17	12	22	34	16	15	21
Do not know	4	3	7	1	1	1	1	9	1	1	1	1	4

French student protest against reforms

by Paul Moorman

Students throughout France were due to stage massive demonstrations this Thursday in protest at the Government's plans to reform the second cycle of university education. Significantly, they will be backed by the trade unions.

Locuaves at more than half the country's 75 universities were held this week following a strike decision by left-wing student leaders meeting at Amiens at the weekend.

It will be the first time since the events of May, 1968, that students and the powerful unions have shared a common platform of protest.

It is this fact above all which led President Giscard d'Estaing to summon Mme. Alice Saunier-Seïte, his recently appointed Secretary for the Universities, to the Elysée at the weekend.

He made it clear that he was expecting her to make a more conciliatory line than hitherto with the students, who are also supported by severe lecturer associations.

In particular, the President in-

stated that she should meet student leaders to explain the new policies more fully. She should also withdraw threats to cancel this summer's examinations if the unrest did not stop.

News that the proposals (THE TIMES, March 26) will lead to the universities coming more and more under the influence of "big business" are at the heart of the new-found alliance between students and workers.

The reforms envisage a whole new range of employment-oriented courses being drawn up by committees of academic staff and industrialists. Numbers allowed to study "non-vocational" subjects would be drastically pruned.

It is at this point that academics, fearful of wholesale loss of jobs, principally find themselves at one with their students' cause.

Traditionally, a large percentage of graduates enter the teaching profession. But with recruitment now being slowed the Government evi-

dently feared that the overproduction of graduates with "useless" qualifications would get out of control.

In addition, industry itself has not been keen to employ university graduates. Two recent reports (page 11) show that business prefers to recruit either from the *grandes écoles* or direct from school.

What Saunier-Seïte's task will now be to convince the students that it is in their own interests for numbers and courses to be cut and resources concentrated on subjects which can give reasonable guarantees of future employment.

Now, arguments, however, are likely to be fiercely resisted not only because of concern at the growth of business influence, but also because the whole concept of selection in higher education—at present any holder of the *baccalauréat* can study virtually whatever subject he likes wherever he likes—is anathema among students and the large numbers of left-wing academics.

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Dr Hampson and Mr Mike Noble MP for Rotherham and a member of the Labour Party education group, both expressed doubts about the use of an adult education "think tank", the long-awaited national development council, and called for a national organization to include education which could also

'Long-term madness' to raise overseas fees

by Sue Reid

The Nottingham Area Council for Overseas Student Affairs is strongly opposing any Government plan to increase foreign students' fees. It has reiterated against a secret Cabinet policy group proposal, revealed last month, to raise overseas students' fees by five times the present level this autumn.

The council, in a policy statement this week, claimed "The suggestion that overseas students' fees should be raised to the so-called economic level is long-term madness for the sake of an illusory short-term gain."

It said that any significant increase in fees would lead to a reduction in overseas student numbers and outlined the "considerable cultural and educational value" of having a stable number of foreign students in higher education.

They broadened the horizons of British students and helped to foster the ideal of an international community, a concept supported in very higher education report since Robbins.

Britain was the only western European country apart from Eire, to operate a discrimination-free structure and to increase overseas students fees would put the coun-

try further out of line and encourage retaliatory measures from countries within the European Economic Community. France, the council claimed, had already threatened to raise the fees of British students.

It criticized the overseas fee level as a form of discrimination which caused unrest and friction within student unions. Subsidized education was a most valuable way of giving aid to developing countries without putting too much strain on the British economy and with the greater assurance that the aid would not be siphoned off into the pockets of profiteers.

The postgraduate research of overseas students was often of direct and immediate benefit to Britain's scientific and technological progress as a nation. Many students were only able to take courses and subjects of their choice because they were made available by the additional demand of overseas students. There was no evidence that home students were being "squeezed" out by them.

The statement maintained that the political, professional and managerial expertise in their own countries in the future. They would favour good relations with Britain and tend to use British technology.

Universities are told to proclaim rôle

Universities must not be afraid to proclaim their distinctive function in national life, Dr Bryan Thwaites, principal of Westfield College, London, has said.

In the annual report of the college for 1974/75, published recently, Dr Thwaites said that recent governments had failed to define the respective roles of the various sectors of higher and further education. "This the universities themselves must now remedy. In particular, they must unflinchingly insist on being elitist. They must seek to maintain the highest standards of personal achievement, effort and conduct, whatever the external pressures may be."

Defending university research, he said that the codification and transmission of knowledge were futile unless accompanied by the search for knowledge. "No university teacher can hope to maintain the respect of his colleagues or his students unless he is in some way actively engaged in the pursuit of knowledge; and no department or university can maintain its place in the world community of scholarship unless it attaches high importance to the maintenance of research facilities."

Dr Thwaites went on to say that universities should resist suggestions that they should tune their educational offerings to the current market for 21-year-old graduates. "Even if they were prepared to do so, experience has proved repeatedly that it is impossible to forecast the pattern of supply of 18-year-olds or the job market for 21-year-olds. But in any case, it would be academically justifying to educate for the shortest term relevant requirements rather than for human qualities which will serve for a lifetime."

He outlined three reasons for public anxiety towards the universities: first, universities did not have the financial independence on which to wield it; second, disruption by a handful of students and the apparent weakness of universities in dealing with them; third, society was sceptical of the value and education which was not of the narrowest vocational kind.

Universities needed to express in their own way the values of the society they served, and to persuade the Government and the people of the need for such service.

Functional approach sought for psychologists' training

University courses for psychologists should change the bias of their teaching away from the study of behaviour and individual differences towards a more "functional", problem-oriented activity, Professor Jack Tizard, of the Institute of Education, Thomas Coram Research Unit, said in his presidential address to the British Psychological Society annual conference on psychology and social policy. He advocated this change in emphasis to help bridge the gap between academics and psychology practitioners.

The latter were more likely to be cynical about the claims of academic psychology when they looked back on their own academic training. How much did it really contribute to their day-to-day practice in the clinic, in industry, or as a school psychologist? While acknowledging that he might be oversteering the position between the two camps, Professor Tizard felt there was a point in recognizing the tensions and in looking for ways to reduce them.

Professor Tizard suggested to the conference, at York last weekend that psychologists had failed to really improve their profession. This was partly through a lack of success in applying a need to concentrate resources on what was likely to be effective.

● The use of mnemonics — key

words of which the letters represent items to be remembered — a help to students in passing exams.

A series of experiments carried out by Michael Gruneberg, psychology lecturer at University College Swansea, showed that students using mnemonics to learn six groups of eight words were nearly twice as successful in correctly recalling the words as another group who used traditional rote learning methods.

In an invited lecture at the British Psychological Society Conference on Memory, Aids and Memory Blocks, Dr Gruneberg pointed out that many students already used mnemonics in other forms of "first letter" and "first sound" strategies. More than 100 per cent of medical students at Dundee were found to be using mnemonic systems in anatomy examinations.

But Dr Gruneberg added, constructing a mnemonic often takes much longer than rote learning, and this can be as crucial a factor in the key words themselves in aiding recall.

Dr Gruneberg did not think that students or lecturers should be the use of mnemonics as a device for diminishing effort. Examinations themselves, artificial, he argued. Mnemonics properly used would be used to increase their confidence while they concentrate on writing out the answers to questions.

Craft courses are 'devalued' by present education system

Vocational craft courses are treated as second rate and devalued within the present education system, Mr Alan Hunt, of the London College of Furniture, said in London last week.

Speaking at the colloquium on craft education and training at the London Graduate School of Business Studies, Mr Hunt, who is deputy head of the department of interior design at the London College of Furniture, said that students with A-levels too often went straight on to degree courses which, while academic in structure, did not provide a high degree of craft skill.

Under the present system of education, any vocational craft courses were seen as second rate in nature and had been developed within the country's education structure.

The colloquium, organized by the Crafts Advisory Committee, was discussing the problem of vocational craft courses being left outside the mainstream of the education system and the possible adverse effect of this on the training of craftsmen.

Mr Hunt highlighted the difficulty for students on three-year vocational degree courses or to transfer to BA degree courses at the Royal College of Art. He said: "We have two parallel systems and it is very difficult for students to move from the vocational side to the degree courses."

The lack of technically skilled students graduating from the non-vocational first degree, and even postgraduate degree, courses was outlined at the colloquium.

Mr Phillip Topham, reader in head of the school of silversmithing and jewellery at the Royal College of Art, said that something had to be done to give students graduating from degree courses the necessary craft vocabulary. Of students going to the Royal College 50 or 60 per cent were unable to explain basic ideas fully because they did not know the vocabulary.

It was pointed out that if honours courses were so crisscrossed with liberal studies and supporting subjects that it was impossible to acquire technical skills during the three-year course.

The colloquium explored the possibility of introducing small, possibly commercial, workshops into college departments to give students professional training. Mr David Hamilton, of the Royal College of Art, said he had seen a scheme in operation in Ghana aimed at helping students develop a business knowledge. It had proved relatively successful. But critics of the idea said that workshops within colleges would be in direct competition with craftsmen working in the community.

The Crafts Advisory Committee was set up in 1971 by Lord Eccles to promote Britain's craft craftsmen. It offers grants and loans to new and established craftsmen and is funded by the Department of Education and Science. Next year it is to receive an annual grant of £670,000.

Real-life problems as a basis for mass higher education

Mass higher education can best be achieved through a project-based curriculum directed towards real life problems, an international seminar at Bremen University, West Germany, was told recently.

Professor E. U. von Weizsäcker, president of the Gesamthochschule Kassel, West Germany, made this point during the opening of the seminar on project orientation in higher education, which dealt specifically with science and the science-based professions.

The seminar, organized by an international committee, was attended by academics from five British polytechnics and five universities as well as representatives from the United States, France, Holland, Scandinavia and West Germany.

Dr Malcolm Cornwall, of Brighton polytechnic, outlined the starting point from which the project-oriented higher education stemmed. He said that higher education should be to equip students for professional and personal life in the real world, a world where specialist

skills and knowledge could soon become obsolete. He added that the problems of the real world and the tasks facing people were essentially interdisciplinary.

Project orientation rejected the conventional prescriptive model of higher education, in which the teacher determined the details of content and order of learning subject matter and the criteria for assessment. In project orientation real life problems were the only determinant of course content.

He said that most institutions represented at the seminar had not put into practice "pure" project orientation. But the radical change in the way physics and chemistry teaching took place at the University of Bremen, for example, was likely to startle British academics.

At the seminar the intensity of political concern expressed by many participants surprised some British academics. Conversely, many continental academics were interested in the relatively high degree of financial and curricular autonomy enjoyed by British universities.

Don's diary

In demise?

Not long ago sceptics were busy prophesying the demise of history as a university discipline. Students who might previously have read history were flocking instead to the social sciences, whose rapidly expanding range of courses not merely gave students far greater opportunity than before to study the present rather than the past, but also encouraged them to use methods of analysis and theoretical approaches which traditional history (it was believed) could not, or would not, provide.

But the sceptics were wrong. History is now enjoying a remarkable renaissance of popularity. At first glance such resilience may well appear (at least to professional teachers of history) as a healthy reaction against passing fashion, but there are strong indications that this revival of interest has failed to keep pace with developments in the subject itself.

Just as undergraduates reading economics are now obliged to employ mathematical techniques which they may not have harnessed for, so students of history find themselves increasingly confronted with courses which require some understanding of quantitative and statistical methods, demography, sociology, even economic geography.

There is no doubt that historical studies have been immensely enriched by the variety of approach which the careful application of these autonomous disciplines has allowed. Indeed, the very shift of emphasis in history teaching to the more theoretical and structural approach characteristic of these disciplines may initially have helped to attract students back from the social sciences. Unfortunately, the greater technical demands of history as a university subject are beginning to outstrip the capabilities of its students.

Of course, there are ways of overcoming certain of these difficulties. Many history departments now mount lecture courses in quantitative methods or economic theory designed to offer an introduction to those techniques which teachers in schools all too seldom regard as having any proper place in the A level history syllabus.

If the problem only consisted in training students to meet these increased requirements, all would be well—and history departments might happily lose that small, but insidious, band of students who

read history because they imagine it to be an "easy" subject.

The truth, however, is less encouraging. There has been a real decline in the students' grasp of those basic skills essential to the study of history as a general cultural and intellectual discipline.

Bad spelling

In this context much is written about the decline in literacy, though the problem is perhaps more apparent than real. Bad spelling (admittedly prevalent) is the vice which self-appointed maintainers of standards usually seize upon as evidence of the collapse of literacy, but correct spelling is for less important than good grammar and syntax, the true indicators of clear thought and articulate expression. Why, the cynic might ask, do German school children spell so much better than their English counterparts? It is because the German school system has remained immune from the dogmas of "progressive" educationalists? Surely not, for, on the contrary, it has succumbed far more. German children spell better because their language is simply easier to spell, being based, unlike English, upon a rational orthography.

Standards of grammar and syntax have in my experience remained quite high, and although essay composition is notoriously poor — a pupil with a good command of grammar and syntax can subsequently learn to write a coherent essay without too much difficulty.

The most paralytic and disturbing decline lies in quite another direction: the present generation of students' astonishing ignorance of foreign languages. It may be that this deficiency is particularly noticeable among students at a provincial university such as Liverpool, where the new teaching staff at the ancient universities, but a marked deterioration was certainly observable in the 10 years which I previously spent at Cambridge.

Who knows the decline so astonishing is the contrast with the prosed revolution in linguistic skill which (we were told) would follow upon the use of language laboratories and audio-visual aids in schools.

Perhaps the experiment has not been under way long enough to be reflected in the performance of current university entrants, or perhaps self-thought—the experiment itself, the neglecting the rules and complexities of the written language, is at fault.

It objectifies how most of us operate most of the time. When we appear to confront authority we appeal inwardly to some other authority. Outwardly we are brave and Lutheran: Here I stand.

In sober truth we enjoy being the spokesmen of our voices. Inside us are huge, valiant voices, such as martyrs, figures who had and were shown to be right, martyrs who are right by virtue of being martyrs, my people right or wrong, the deep, night or wrong, our parents, our fathers-in-the-academy, the artists-herd. One free intellects keep upright by whispering and leaning together. The petty sessions of silent thought.

The house of the intellect is a multi-storied temple of idolatries, almost Babylonian or Menevite, the house of the intellect is a temple of idolatries, almost Babylonian or Menevite, the house of the intellect is a temple of idolatries, almost Babylonian or Menevite.

We turn to our reference and defence groups, dead or alive, and whoever attacks them undermines our security. An assault on the bronze idol drives us out of our anchorages into a desperate open sea. Without founders we founder.

The "house of the intellect" is very deceptive. It appears to be composed of thoughtful, independent pieces describing varied eccentric circles within the buzzing confusion of the academic agog.

When Carlyle looked at the real upper house he imagined it without any of the usual, utterly ridiculous, For our own upper house we require an equivalent act of imagination in reverse. The naked, eccentric selves, traversing their rival trajectories, need to be seen as so many peers of the realm, robed, ordered and submissive.

The academic peer group is riddled with secret prostrations, pleasurable and sado-masochistic bows to each other, quiet immolation except integrity. The obsequious is as simple and thoughtless as the grasp of a hand. Above the obsequious stand the placements, a securely ranged and ranked as a Fra Angelico heaven. The nodes and bows reflect the secret, and universal map of emplacements. The courts of the mind are in situ, and the ushers know what to do. Here the seeming proud hide the impurities of servility, and the servile contain the reality of pride.

Of course there are rival houses and rebellious orders where intermittent riot occurs. But the important houses maintain themselves by pretending they are not really part of the establishment—that which currently defines it—is the pretence of attacking the establishment. The progressive and authoritarian establishment is as revolutionary as the revolutionary party of Mexico.

But the pretence of freedom seduces even the Old Pretenders themselves. There is nothing so

It is even more strange that the line should coincide with Britain's growing involvement in Europe, for the gradual abandonment of history as a subject of the Continent has frequently been ascribed to young people's greater readiness to travel abroad and get to know a foreign country and its culture.

If that is so, there is not much sign of their recognizing that closer links with Europe are bound to require much more frequent and fluent command of foreign languages.

Foreign history

There are two main reasons why a knowledge of foreign languages is an essential prerequisite of serious historical study. The first is the straightforward technical necessity of being able to understand and evaluate foreign articles and books relevant to one's subject. (And who would now dare to suggest that undergraduates in this country need only concern themselves with the fundamentals of English history?)

Because a foreign language means for almost all students in the first instance a European language, historians of Africa, Asia or America might remark that it is absurd to impose language qualifications upon university entrants which might exclude or deter those least likely to specialize in overseas history.

Quite apart from the fact that so much overseas history is (for better or worse) the history of European colonization, for which knowledge of French, German, Dutch, Italian, Spanish or Portuguese has direct practical value, that argument entirely misconceives the real significance of language by refusing to regard it as anything more than a technical facility, a historical tool like any other, to be mastered as needs dictate.

In any case it should not be forgotten that the technical training acquired in learning a European language will stand one in good stead when it comes to learning a non-European one.

On such reasoning the difficulty of teaching foreign history to university students is easily seen. It is resolved by translating more foreign works of scholarship into English, or else by mounting courses of intensive language teaching for those special subjects which require it.

If it did not mean that who have travelled abroad who have taken or who are contemplating taking a job which entails working abroad, is very hard.

And what is worse; when the suggestion is put to them that they might find it interesting and enjoyable to inspect, let us say, archaeological sites abroad, look at European architecture, visit the leading European art galleries, or simply go to a foreign country for the sake of getting to know a different culture and people at first hand, they do not want to know.

This lack of intellectual curiosity, this dismal provincialism would be enough to find in anyone who claims to deserve a university education.



W. H. Auden: understanding your own country.

epoch, country or tradition, than a command of languages, which are the most accessible and easily assimilable diversions, as one of expression of historical and cultural the historian's foremost duties and necessities.

The abolition of Latin as a university requirement—let me speak only of historians—would be less a tragedy if it did not appear as the prelude to abandoning any language requirement for historians at all.

Perhaps an accident that history students' ignorance of foreign languages is accompanied by a quite extraordinary lack of interest in the world at large. To find more than a handful of students nowadays who have travelled abroad who have taken or who are contemplating taking a job which entails working abroad, is very hard.

And what is worse; when the suggestion is put to them that they might find it interesting and enjoyable to inspect, let us say, archaeological sites abroad, look at European architecture, visit the leading European art galleries, or simply go to a foreign country for the sake of getting to know a different culture and people at first hand, they do not want to know.

This lack of intellectual curiosity, this dismal provincialism would be enough to find in anyone who claims to deserve a university education.

tion, but it is particularly distressing when they turn up amongst history students.

Why this should be hard to tell. Lack of money is certainly not a convincing explanation, for students have always had to travel on a shoestring, earning pocket money or taking odd jobs as they went.

Perhaps students of provincial universities have always been more conservative and unadventurous than those at the ancient universities.

Whatever the reason, they should be reminded of what W. H. Auden once said: "no one can understand his own country unless he has lived in at least two others. A counsel of perfection, of course, which no student can be expected to achieve."

But one can, and should, demand of undergraduates historians a good working knowledge of at least one foreign language as a valuable and indispensable vehicle of the critical awareness and imaginative insight which they, as historians, presumably wish to achieve.

Tom Scott

The author is professor of history at Liverpool University.

Greater uniformity in rises for physicists

A sample survey of salaries of the members of the Institute of Physics has shown a greater uniformity in last year's salary increases than in the previous year.

The survey, conducted by the Institute and reported in the April issue of the magazine *Physics Bulletin*, shows that physicists in universities received an average, a 2.7 per cent rise, while those employed by the Government got a 3.0 per cent rise. The corresponding figure for the

two years 1974 to 1976 are 4.3 per cent and 7.1 per cent.

Members of the Institute in industry received increases broadly comparable to those in universities—2.4 per cent between 1975 and 1976 and 4.7 per cent between 1974 and 1976.

The survey shows that the 1976 median total income in all age groups for Government, university and industry physicists respectively was £15,000, £9,330, and £5,000. The median total income in all age groups for fellows, members

and associate members of the Institute is given respectively as £8,260, £5,630 and £4,000. The median income for female members in all groups is £4,190—an increase of 7.2 per cent over the period 1974-76.

The survey also shows that the median gross salary for professional 56 per cent and 29 per cent respectively for the periods 1974-76 and 1975-76, compared with increases in the retail price index of 48 per cent and 23 per cent for the same periods.

The seminar, organized by an international committee, was attended by academics from five British polytechnics and five universities as well as representatives from the United States, France, Holland, Scandinavia and West Germany.

Dr Malcolm Cornwall, of Brighton polytechnic, outlined the starting point from which the project-oriented higher education stemmed. He said that higher education should be to equip students for professional and personal life in the real world, a world where specialist

Why sandwich students leave courses

An average of 300 full-time sandwich course students a year left Sheffield Polytechnic without completing their courses during the period 1971-74. This represented 12 per cent of the number of students annually enrolled on full-time sandwich courses, and appeared to be about the average for wastage from courses in higher education.

However, it was realized that very little was known about the needs of these students during their stay at the polytechnic. Had they wanted and sought advice? And if so, to whom had they gone and had the advice they received been of any use? Since only the students themselves could provide such information, the Students' Union research officer has, with the aid of the polytechnic's student counsellor, been in contact with a number of these former students.

The initial study aimed to contact the 120 students who had not only left prematurely between 1971-74, but who had given no reason, for doing so. A questionnaire and a brief explanatory letter were sent to their last recorded address. Students were asked to give their reasons for leaving, and to say what use they had made of the pastoral care services and what further help they could have found useful. (At Sheffield Polytechnic, the pastoral care services embrace careers advisers, chaplains, course tutors, a doctor, personal tutors, a student counsellor and the Students' Union.)

Forty returned completed questionnaires, a response indicative of the problems of re-establishing contact with students who have decided to leave. However, in view of the fact that they had previously said nothing about their reasons for leaving, the 40 proved very willing to comment on their experiences.

Reasons for leaving mentioned most often were those associated with the student's choice of course and the course content. Reasons involving academic and personal difficulties formed the next largest group. Only five students cited lack of finance as a reason for leaving, but this did bring to light a case where leaving was brought about entirely by the local authority mismanaging the assessment and notification of a student's grant.

In view of the Students' Union's already long list of student case problems this year, this is a timely reminder of the importance of publicizing the services available for advice and practical assistance. It was worrying to find that 11 of the students had left without seeking help from any of the pastoral care services, and only 17 of the rest had consulted more than one person.

Did they know what services were available and choose not to use them? One commented: "I do not think my tutors or advisers could have helped in this case. Another admitted: "I did not refer to any official prior to leaving. I think I should have done."

Clearly, the sample size does not permit definitive conclusions, but there is much to be gained from the generally picture given by these students. It would seem that the pastoral care services at Sheffield Polytechnic still have some way to go in presenting themselves as both approachable and relevant to the needs of students. Until further study can be made more specific about the needs of sandwich students, it is suggested that the following points be considered:

1. It must be emphasized that the report covers only a relatively small aspect of a continuing project. The student counsellor and union research officer are now aiming to follow up all full-time sandwich course students who leave during the present 1975-76 session. It is envisaged that the findings will be incorporated into the enlarged pastoral care service of the polytechnic.

Angela Walker
The author is Students' Union research officer at Sheffield Polytechnic.

David Walker reports on wide-ranging research project at Leicester Where there's waste, there's wisdom

For David Pearce and his research associates at Leicester University, waste is gold. One of the major projects recently undertaken by the university's Public Sector Economics Research Centre, which Mr Pearce directs, studied the costs of waste disposal and recycling.

The project provided the international body which commissioned it with a useful appraisal of the wisdom of collecting and storing waste on a big scale in the hope of profitably re-using it. It also furthered Mr Pearce's ambitious vision of the two-year-old centre making Leicester a focus for applied economics research.

The management of waste disposal is of course only one aspect of public economics, one of the hottest growth fields this side of the modern quantitative economist's interest. Leicester's twin areas of which it is a self-confessed humble follower of the economists at York, where Mr Pearce, formerly at Southampton University, is a British original.

Translated into the harsh terms of contracts for research, these interests have led into work for the Department of Health on the evaluation of medical equipment and for the Organization for Economic Cooperation and Development on the centre's current projects for the Department of the Environment on behalf of the Royal Commission on Environmental Pollution, trying to monitor the social cost of pollution.

In physical terms the centre is a site of rooms and in academic terms it is Mr Pearce, aided and abetted by Mr Pearce, Professor Ronald Masok, and members of the economics department, Mr Pearce, whose post is funded by the University Grants Committee, employs half a dozen researchers on a contract work basis.

He is not nearly-mouthed about competitive tendering for research contracts: Leicester competes with other university departments, and does the underestimates the entrepreneurial skills it takes to build up such a research organization with a reputation for specialist knowledge and ability to get a contract completed on time.

It is a braver life than that of a straight departmental economics lecturer, involving many of the salesman's arts. Mr Pearce insists that in all the contract work there is "an academic cut". It must pay off in fundamental thought about the concepts and methods of environ-

mental economics or even general economic theory. The Leicester centre is a good example of the small-scale specialist research organization that has mushroomed in the social sciences in recent years and now seems most comfortable in the financial frost. Such research units straddle the pure, applied line for the key to their existence is money from outside the UGC network. Universities cannot or will not pay for full-time research staff, so the units survive on contract work.

Scrambling for contracts is the reverse side of a coin showing that social science techniques, even if their sophistication is disputed, seem to be a useful tool in policy-making by government bodies. It would perhaps be more accurate to record the reception of studies by the respective departments of government, whether they do feed into the policy-making process is another question.

The academic benefit is obvious. Collecting data on contract can form the basis for academic education, which otherwise could not have been afforded. Mr Pearce's frequent visits to Marsham Street, the headquarters of the Department of the Environment, could release new statistics and materials for academic use.

Mr Pearce explains: "Our academic commitment is summed up in our right to use any material we collect on contract. I tend not to listen when it is obvious the final document we produce will not see the light of day."

"It's a fairly strict line we draw, but not immutable. I can think of circumstances when there was to be no publication resulting—such as

when we were given access to a completely uncharted area and the mere fact of our research would be an important academic step forward, anyway."

With enthusiastic backing from the economic department and from Sir Fraser Noble, the vice-chancellor, Mr Pearce has rapidly built up a portfolio of contracts. Now its work includes both "pure" work for the Social Science Research Council, the terms of which are defined entirely by Mr Pearce himself, and contract work on problems posed by the OECD, DHSS, com-

mercial firms and local authorities across the whole field of the economics of social policy. A number of SSRC-sponsored postgraduates work at the centre and half a dozen members of the staff of the economic department are attached to work on various projects part time.

Researchers tend to be young, says, "because they are so pliable and go at a subject with more enthusiasm than older people. This is preferable," Mr Pearce says, "because they are so pliable and go at a subject with more enthusiasm than older people."

On such a project, the advantage of being academic were clear. Pearce reports that unlike a government in-house research body it could get information from contractors. They might be slower than results than a commercial firm, but governments set much more by academic disinterestedness.

What Mr Pearce and the centre offer in addition to any other offer in the university is a thoroughness. He says: "I am a simple builder for I want to see Leicester as a place where you do not get done. As the centre prospers, it might indeed become an empire built on waste, albeit thoroughly processed."



Mounds of waste during an unofficial London dustmen's strike—foundations of a research empire?

Programming videotapes as a teaching aid

Involvement in television and video is not immediately associated with the British Universities Film Council. Yet, as far back as 1963, the council held its first major conference in closed circuit television to encourage universities to look at television as a teaching method.

BUFC is basically a liaison and information body set up in 1948 to meet the specialized needs of higher education in an era of new technologies. Its main function is to act as a clearing house for information on teaching and research in film and television. The council's membership comprises all British universities, 11 polytechnics and about 12 overseas universities. It also includes individual members and other institutions.

BUFC's funds are derived from an annual grant from the British Film Institute—this year it is £35,000—from conferences and from publications.

For some time now, the council has been promoting the use of video in higher education by screening sessions of videotapes and producing its own special series of videotapes. These are to help the student to view material which is not available in the classroom and give them a chance to see what a development is taking place in the world of video.

In December, 1974, the council held a session entitled "Film and Video at Work in Higher Education" which was attended by about 100 academics and dealt with medicine and biology.

The work shown included a white and black 23 min tape, "The ECG in Health and Disease", made at Edinburgh University which demonstrated how to use a portable ECG machine with the assistance of a student volunteer. Another session on engineering and physics is also being shown.

There are also single subject conferences, such as those on geography, history or film studies which consider all types of media including videotape. In addition to the year's annual BUFC conference, a two-day session has been reserved for the presentation and discussion of films and videotapes made by members' institutions for degrees in teaching or research purposes.

Discussing their work in this field, Elizabeth Oliver, assistant director of BUFC, explained that there were many problems in the field of videotapes which did not exist in film. "For example, videotape appraisal is much more difficult than film appraisal because of the incompatibility between different video formats," she said. "The general idea of the videotape picture is that while a film could be shown on a television set, a videotape could not."

anywhere, and screening would be perfectly all right.

One of Elizabeth Oliver's projects is directly involved with incompatibility between video formats. She plans to videotape a random selection of films in the Higher Education Film Library and take these round to universities and colleges to assess on what scale these problems exist.

Developments in this area are obviously going forward and one project BUFC pointed to was the recent launching of a one-year pilot, videotaping scheme for the distribution of videotape programmes and films produced by universities and polytechnics.

This scheme will determine whether the availability of a permanent service would overcome the difficulties arising from the incompatibility of video formats currently used in further and higher education.

However, one unfortunate aspect of the videotape revolution is that it comes at a time when university budgets are limited and being a policy to take advantage of it, Elizabeth Oliver said. "But one development in the use of videotape is likely to save money," she said. "The self-access pattern which is being developed at a time when budgets are tight will have been a great help."

Basically all that is required is a number of videotapes suitable for a particular course and the installation of monitors in the libraries; this allows the student to study or revise at his own pace.

Several universities such as Bath, Birmingham, Surrey and Southampton have been using this system. And recently Leeds University announced a new type of undergraduate history course which will be constructed around a series of video cassettes.

Videotapes on the whole do not get as much publicity as films and BUFC feels that this is due to producers' reluctance to disclose the information.

"I think it is a feeling that perhaps videotapes are unfinished products because they can be erased or corrected whilst a film once finished cannot be altered," Elizabeth Oliver explained.

In fact BUFC has just started an experimental press service which will go some way to remedy this. The service is designed to provide the educational press with information on new audiovisual production from member institutions.

The council feels there are clear indications that although there will always be a role for films, with certain advances in technology, videotape might well become of primary importance.

Patricia Santinelli

Have you eaten any good books or periodicals lately?

When people are forced to confrontize you see what they really value and what they think they can do without. As universities face up to their present financial difficulties, it is sometimes looks as if the thing they value least is the book.

Everyone knows that a university must have teaching staff; but this is only the first of a sequence of "musts" in a university's scale of priorities.

Members of teaching staff must have rooms of their own in which to work as well as rooms for teaching and laboratories. There must be ancillary staff to service the classrooms, lecture centres and laboratories, not to mention laboratory supplies and expensive research apparatus. Students must have sports facilities, a students' union, students' counsellors, careers advisers, medical centre; their children need to have a crèche.

Naturally, there must be car parks where university staff and students can leave their cars, just as there must be university refectories where staff and students can eat. Moreover, the prices of meals in refectories must be held down to meet the expectations of their customers, and if it means running at a loss and, in effect, eating its subsidies money which could have been spent on books.

I know one university which has already eaten the equivalent of a full-sized library in this way. Staff and students in another university consume the equivalent of one year's Chemical Abstracts every week. I hope it chokes them!

It is not that university libraries are short of good will. Chewing the leaves of a new book, as it were, in their loss-making senior staff dining rooms, most academic staff will have a kind word to say for the library and will deplore cutbacks in library purchases. But they know that first things must come first.

There are so many things a university must have before it starts thinking about the library that it can hardly attempt to maintain them all. One thing I shall mention is the mice. Every university should have a mouse. If your university has not got one, go out and buy one quickly, while stocks last. I expect they have them at Harrods. Not that I have ever worked out what one is supposed to do with the university mice. It is certainly too large for doing what most readily springs to

mind. However, mice are things which have to be borne and a university mace-bearer will need to be employed.

Listen! Can I hear angry voices shouting: "Give us books, not car parks?" No, I cannot. It never happens.

By the time all the university's "musts" have been dealt with, there is precious little money left to spend on the library. Let us, nevertheless, pass from the wider field of university compulsions into the library itself, where other compulsions operate.

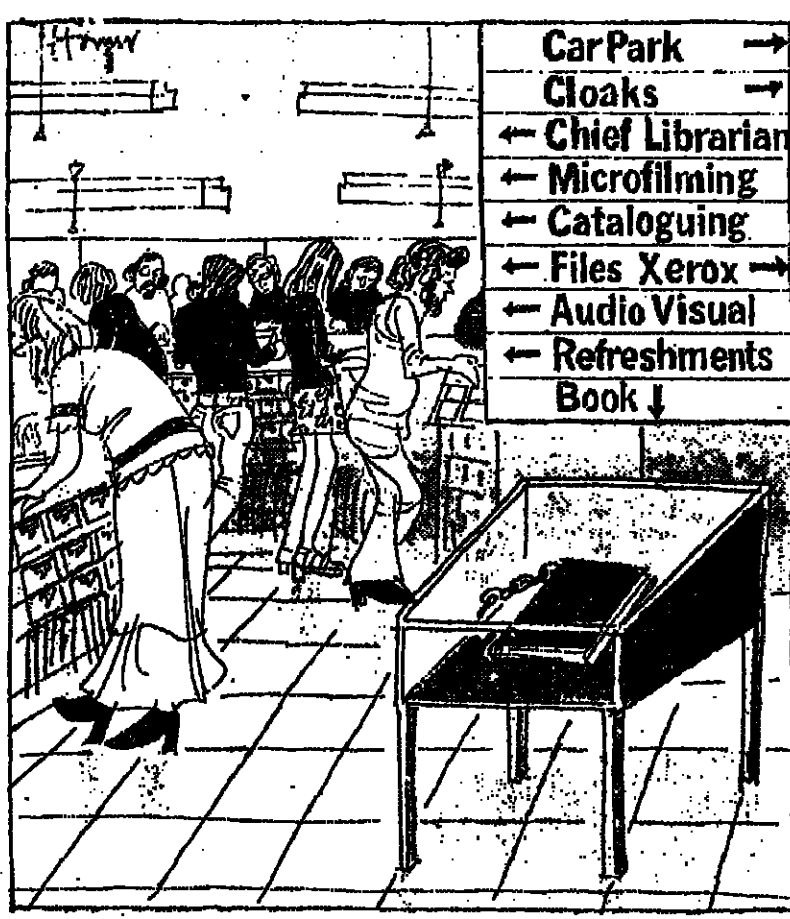
Of course, every university library must have a university librarian, a bargain at any price, even though he may be. Who else would undertake in such a large management skills to the needs of such a challenging situation? Who else would indulge in orgies of decision making? It is he who takes the broader view and the long view. It is he who extrapolates from past statistics to establish future objectives.

But what university librarians would be seen dead without that other expensive item—his deputy librarian? And then there are freshies being called sub-librarians, which my own university has never been able to afford. If sub-humans are less than human, how low, one wonders, are sub-librarians? Do their shoulders crouch and brows recede like Neanderthals' man's? Are their thought processes slow and painful? Do they communicate in grunts?

Be this as it may, the librarian, his deputy and their sub-librarians will need to be underpinned by assistant librarians, who in turn will require support from senior library assistants, library assistants, clerical and secretarial staff. All cost money. In a single year, the cheapest one among them costs as much as several hundred books.

There is no doubt that they are essential. It is no good buying books if you do not make it possible to read them. So you must have cataloguing staff, just as you must have staff to select and buy the books.

You have to have staff to label the books, put plastic jackets on them so that clumsy hands do not make them dirty. Insert ticket pockets and tickets so that they may be issued for loan, stamp them with the university's mark of ownership, insert metal triggers so that



the detection device will pick them up if someone tries to take them out of the library, the much on police and could distribute the money to the poor.

It is no use buying books if you allow them to be stolen, so money has to be spent on porters at the door or on electronic book theft detectors. If you lend books you have to have staff to record the loans and inform readers when books are overdue. It all costs money.

The very library users who make a great fuss when the library has to cancel a journal or lose a pound or two of library staff time themselves by being difficult about returning books. If all the readers in university libraries brought their books back on time without being chased, cajoled and threatened, the financial savings would go a long way towards meeting the increased cost of periodicals and books. But

this is like saying that if everyone observed the laws we would not need to spend so much on police and could distribute the money to the poor.

The library must be cleaned at considerable cost, and, as considerations, it must be kept warm. If readers are made to leave coats and bags in the cloakroom, it must be manned at a considerable cost or else a locker system must be provided. People will not tolerate being dirty or cold, having things stolen from a cloakroom, just as they will not tolerate being without a place to park their cars.

Yet they do appear to tolerate being without all the books they need. So inevitably, the other "musts" of university life take precedence over the proposition that educated people must have books.

If staff are so expensive, cannot technology be called in to help?

Nick Childs

The author is librarian at Brunel University.

A. W. Edwards replies to Lord Ashby's fears for academic freedom

Why frustrating devolution of power is priceless

Lord Ashby criticizes Cambridge's Regent House for voting against the economics faculty's proposal not to class Part I of the economics syllabus.

First, he says, the decision is the wrong one, second, too few members of the Regent House voted, and third, the matter should not have been within the Regent House's purview at all.

Though none should deny the journalist's right to comment, Lord Ashby is a member of the Regent House and thus more akin to the member of Parliament who, disappointed at what that body has decided, and having not himself

contributed to the debate (did Lord Ashby even vote?), resorts to the media to explain why the decision was wrong, that it should not be accepted because too few MPs voted, and that anyway the matter was none of Parliament's business.

One of the essential ingredients of democracy is a widespread acceptance of decisions by such content. Indeed, government by such content is perhaps the only way of controlling a university in a free society whose senior members hold such a wide variety of opinions. Parliament and Lord Ashby should take note.

At the same time as the economics ballot there was another concerning the payment of extra duty allowances to clinical university officers in which, I, as it happens, I was a losing side.

The total vote was lower than that on the economics proposal, and the question similarly affected only one faculty directly. I think the Regent House was mistaken, but I accept its verdict and there the matter ends; the house has now made its bed—let it now lie in it.

Thus I offer no comment on Lord Ashby's first criticism, that the economics decision was wrong. As to the second, the roll of the Regent House contains about 2,600 names, and includes a number of people not residents in Cambridge, such as external members of Boards of Electors to professorships who happen to be members of the Cambridge Senate. It includes university officers away on sabbatical, and some retired members who may feel they no longer wish to vote in, or indeed comment on, university affairs.

Perhaps its true strength is 2,400, not excluding those away on sabbatical, and if allowance is made for them, perhaps 2,200. In the economics ballot, 532 members voted, or about 24 per cent. Bearing in mind that this was but one of a series of such votes in the Cambridge year, and not a "quintessential general election" and that many who are not members of the faculty of economics and politics will have abstained precisely for the reason which Lord Ashby would approve (that it was none of their business), the proportion voting seems unremarkable.

In order to pillory it, Lord Ashby compares it with the 14 per cent vote at a Cambridge Student Union meeting in which "about 130 persons took part". Now there are in Cambridge 11,500 university students in Cambridge, of which 130 is about 1.1 per cent, not 14 per cent. Moreover, non-university students sometimes play a part in the affairs of the Cambridge Students' Union, and there is no way of telling if any did on this occasion, whereas members of the Regent House are checked against the roll when voting.

Thirdly, Lord Ashby expresses the view that the matter should not have been within the jurisdiction of the Regent House anyway. That is a familiar cry, after the event, of those who disagree with the decision of a duly constituted authority.

Had he made it in the discussion of the faculty board's report he might have persuaded more people from other faculties not to participate in the vote, but the proper time for proposing changes in agreed procedures is not in connection with a particular issue, but independently as part of a procedural reform.

As a former vice-chancellor, Lord Ashby is better placed than most to initiate such reform. Lord Ashby defends the faculty of economics and politics as including "some of the most distinguished scholars in the academic world" who would not "be party to any recommendation which lowered standards or condoned mediocrity". But the proposal came from the faculty board, not the faculty, and was signed by 18 members of that board. For the record, the faculty contains 130 members, and there is no provision in the Cambridge

Statutes and Ordinances for a vote with an electorate intermediate between that of a faculty board and that of the Regent House.

Nor should it be forgotten that in Cambridge the college tutors, who usually have pupils assigned to them without reference to their faculty, also share the responsibility for decisions on educational matters. Should they (and more especially the senior tutors, who were largely opposed to the change) also be excluded from the process of decision?

I recall Lord Ashby enjoining us, shortly after his retirement from the office of vice-chancellor, to keep our democratic procedures in good repair (if I remember rightly, he was speaking from the pulpit of Great St Mary's), and urging us to participate in them. We have just done so, in a manner which is not "a travesty of participatory democracy", nor "participatory democracy" is not putting academic freedom at risk because it "has too great an influence upon decision-making within the university".

On the contrary, the Regent House is the best defence against the arbitrary exercise of authority either from within the university or from without, and its procedures have the inestimable advantage that they secure acceptance—however grudging—of the decisions taken.

Such a widespread devolution of power is sometimes inconvenient, sometimes frustrating, and will sometimes lead to the wrong decision, but the consequential devolution of responsibility is priceless.

Dr Edwards is a member of the General Board of the faculties of the University of Cambridge.



Cambridge: short-sightedness not condoned.

Not so much a feminist jamboree, more a crusade

The author is editor of The Educational Supplement

National Conference on Degree Sandwich Courses (published by the Bath

sometimes obscure the less at

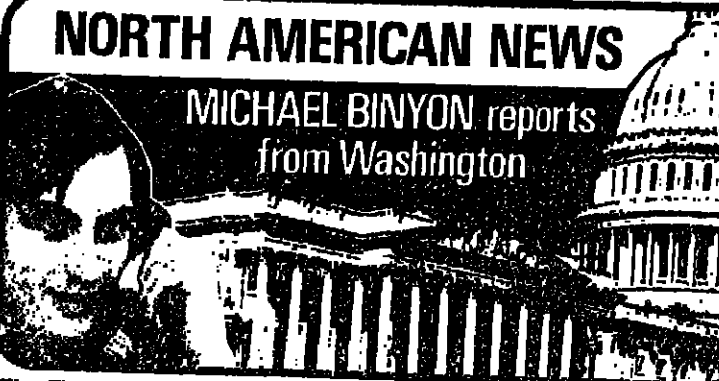
by Myrna Monsurate
and Patricia Santinelli

Continued on page 10

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NORTH AMERICAN NEWS

MICHAEL BINYON reports from Washington



The Times Higher Education Supplement (London) Room 541
Tel. 202 6386785 National Press Building Washington D.C.

Ford holds out lifeline to 'little magazines'

The Ford Foundation has announced a grant of almost half a million dollars to safeguard the future of small literary magazines. The money will be spent on a series of projects over the next four years to improve their financial position.

Hundreds of these publications have been launched in America, but most of them have quickly perished because of distribution and circulation difficulties.

The few that have survived struggle from issue to issue hoping to expand their readership or attract the support of a patron.

The "little magazines" have often played a vital part in introducing some of the greatest modern writers: T. S. Eliot, Ezra Pound, Marianne Moore and James Joyce all had works first published in them.

In 1967 the editors and sponsors of a number of them banded together to form the Coordinating Council of Literary Magazines. Two years ago the Ford Foundation gave the council a grant to study the magazines' economic conditions. The new grant will pay for a library subscription agency to handle business transactions between libraries and the magazines; a travelling exhibition to make public more familiar with the magazines; and seminars for little magazine editors and writers (many of whom are professors) in fields other than publishing, conducted by specialists in magazine production, design, promotion and distribution.

It will also give support for clusters of magazines such that those from a particular area or with similar interests may coordinate promotion and distribution.

Distribution of magazines to bookshops near universities in five major cities (still to be fixed) with a council representative to deliver, display, invoice and collect returns will also be aided.

Some university bookshops have been reluctant to stock magazines because of erratic delivery and unsatisfactory policies on returns. This project should overcome these difficulties.

Any non-commercial literary magazine at least a year old and having produced three issues may apply to the council to take part in the project.

Nearly 450 magazines are now members of the council. They range in circulation from over 50 to 20,000 for the *American Poetry Review*.

The Review, however, is by far the largest: there are a few with circulations of 10,000, but the majority are around 1,000. All are literary—mainly poetry—and all make a loss.

One of the council's rules is that the magazines should not make money. The owner or editor, many are affiliated to universities which bear the losses.

At present they all receive grants from the National Endowment for the Arts, via the council. To qualify they have to be recommended by a panel of writers and editors, to whom they submit back copies.

Florida votes for militancy

Some 5,400 teachers in the nine universities making up the Florida State University system voted recently to join an affiliate of the American Federation of Teachers, the smaller but more militant of the two major teaching unions in America.

The vote is a blow for the American Association of University Professors of Florida which, in spite of its name, is affiliated to the National Education Association and not to the mainly university-based association, also called the AAUP.

The new bargaining unit will be the third largest in the country, and will include teachers who paid its dues in higher education as the race to unionise continues all over American campuses. By coincidence the AFT also represents the two largest units at the State and City universities of New York—after the merger with the National Education Association in New York was broken last year.

Negotiations over representation in Florida have been going on for some time. The decision to opt for the AFT (by 51 per cent, compared with 15 per cent for the AAUP of Florida and 28 per cent for no organization) was spurred by the squeeze on university teachers' salaries in the State. They have received no increase in the past year, and only a modest rise the year before.

Copyright guidelines aim to clear photocopying confusion

Congress is this month studying the first draft of a Bill that will have far-reaching effects on every teacher, librarian, writer and academic in America. It is the new Copyright Bill—the first substantial revision of the copyright law since 1909.

The Bill will tighten up regulations considerably, particularly on photocopying. The present law is so archaic that it has almost fallen into disuse, and there is a danger that authors and publishers will be unable to maintain their income.

Revision of the law was first mooted in 1956 and has come up periodically since, but it has got bogged down each time in one or other of the following areas:

Some of the issues are highly complicated: whether for instance, variations in social performance of music can be copyrighted; what limitations should be put on photocopying for education; at what level.

This last point is of vital importance to education and has been the subject of hard bargaining between publishers and teachers' associations. A compromise has now been reached on guidelines and is likely to be incorporated into the final draft of the Bill.

The agreement, which sets out minimum, not maximum, standards, is an attempt to define the "fair use" of free copying, and is a compromise, by both sides, to bring down what may be copied, how

Stanford asks for Marxist ban rethink

Mr Richard Lyman, president of Stanford University, has written to Dr Henry Kissinger, Secretary of State, and Mr Edward Levi, Attorney General, asking them to reverse a decision barring a Belgian academic from lecturing at the university.

Dr Ernest Mandel, a Marxist economist at the Free University of Brussels, has been invited by the Associated Students of Stanford University to be one of three guest professors at the university this spring.

Dr Mandel was denied a visa last month by the American consulate in Brussels which forwarded his case to Washington. Both the State Department and the Justice Department would have to approve any waiver for Dr Mandel.

In his letters Mr Lyman said: "It is vital to the academic enterprise that all points of view on matters of serious intellectual concern be aired in the university community."

Indeed, the Helsinki Accords amount to a broad international affirmation of that notion. Whether or not they are observed in spirit by all the nations who signed them, it would seem particularly unseemly if the United States were to take a position in violation of the spirit of these Accords, as well as in violation of its own traditions of free speech and academic freedom.

The other guest professors, Black studies scholar Angela Davis and radical psychologist Claude Steiner, began lecturing at Stanford this month.

Downing exchanges with Virginia

An exchange scheme has been inaugurated between the University of Virginia and Downing College, Cambridge. The first holder of the visiting scholarship, named after Thomas Jefferson, architect and founder of the University of Virginia, will be Dr David Shannon, the university's president.

Dr Shannon will be spending next autumn, where he hopes to write part of a book on President Jefferson.

Dr Peter Brooks, director of studies in history at Downing, will go to Virginia in the spring, where he hopes to write a book on Martin Luther.

Bussing row: sociologists accused of 'fraud'

In the heated bussing issue no one has stirred more controversy than Dr James Coleman, a sociologist at the University of Chicago who is a vigorous and valuable opponent of court-ordered bussing.

Since Dr Coleman is widely credited for having pioneered the research that backed up bussing as a means of enforcing school desegregation, his active opposition in the past year has been seen as little less than treachery in some quarters, and has generated bitter personal feuds.

Two of Dr Coleman's most persistent critics, Professor Thomas Pettigrew of Harvard University and Professor Robert Green of Michigan State University have now virtually accused him of fraud.

A strong attack on his research methods, conclusions and personal bias, they accuse him of ignoring evidence that does not fit his political views, misinterpreting data and confusing his role as a sociologist with that of a propagandist.

Writing in *The Harvard Educational Review*, they discuss what they call "an unprecedented campaign by a sociologist to influence public policy."

Conceding that social scientists, like other citizens, have a right to express their political views on any subject without the support of research results, they say problems arise when a social scientist misrepresents personal opinions as results of extensive scientific investigation.

Those problems are exacerbated if the social scientist is highly respected and popularly known and engages in a mass-media campaign to influence public policy.

Dr Coleman's main argument over the past year has been that court-ordered bussing is self-defeating as it encourages "White flight" from the city centres, thus making racial integration more, not less, difficult.

He has said this in numerous newspaper and television interviews, he has given evidence in support of the anti-bussing lobby in Boston and he has testified to a Senate committee on a proposed anti-bussing amendment to the American Constitution.

Professors Pettigrew and Green challenge the conclusion that bussing causes White flight. Coleman, they say, ignored the fact that suburban and central cities have been under way for the past century, and was a *fait accompli* long before the first bussing order.

Projections of future White flight in northern cities are

dubious, because they are based on data from desegregated school districts. Coleman put enormous reliance on the deep south—Miami, Jacksonville and where court-ordered bussing did not lead to massive White flight.

The authors also point out that Coleman based all his data on data from school districts where one white parent was the public school's only white parent.

They add: "We believe opposition derives less from research than from his own changes in relationships with the races should flow from the Federal courts; and only part of racial segregation in schools is a result of State actions beyond the scope of the law."

This last assertion that bussing patterns and are the result of the Government's actions (especially the Housing Act), they say, is simply a metropolitan rule simply in a city scale on the "Boston Walls" of district boundaries.

Pettigrew and Green put several other bussing studies to rest with a simple conclusion: Dr Coleman's "fraud" is not a new phenomenon.

There has been an ever-long-term trend of White flight from the central cities and suburbs and Blacks coming to the largest central cities.

Desegregation has had an effect on "White flight" and medium-sized cities in metropolitan school districts.

Court-ordered desegregation has had no greater effect on White flight than equivalent court-ordered desegregation.

The decline of both White flight and medium-sized cities in the largest non-metropolitan school districts, particularly in the first year of desegregation, but at least part of the effect may disappear in years.



Anti-bussing scuffle in Boston earlier this month.

California looks at redundancy criteria

A controversial proposal to substitute competence and merit for the possible lay-offs of teachers in the California State University and after vigorous opposition from practice.

The whole question of academic redundancy is now to be decided by a special committee. At the moment no widespread dissatisfaction is being expressed by a tight budget.

Chicago sets links with industry

A liaison office to promote scientific exchange between industry and academic research has been set up at the University of Chicago.

The Office of Industrial Cooperation, opened at the beginning of the month, will act as a two-way communications system between the research resources of the university and those of industry. For the first year the office will be funded by Abbott Laboratories of North Chicago.

Student unions condemn plans to change aid system

from Arnold Lissauer

Students are protesting against proposed changes in the financial aid system. In the current year 90,000-40 per cent of the student population are receiving means-tested aid. Ten per cent of all students are getting the maximum of 7,490 guilders (£1,360).

Of this amount 1,200 guilders and 30 per cent of the remainder are an interest-free loan to be paid back within two years of leaving university. The average annual award is 3,400 guilders.

According to the student unions, current grants are lagging far behind prices. The maximum grant is about 2,000 guilders below the minimum amount of social assistance (10,000 guilders) and the minimum wage for 20-year-olds (9,325 guilders), for example.

The maximum grant this year was increased by 9 per cent but the students say that this is insufficient to keep ahead of prices and to make good the existing arrears. Students who did not qualify for the maximum grant got a smaller increase. Some students were 600 to 700 guilders worse off because of means test changes.

Unrest among students has peaked recently because of Government plans—not yet finalized—for radical changes in the whole aid system.

The plan, revealed by Dr Ger Klein, Under-Minister of Education, is to give every student from the age of 18 a basic annual grant of 2,500 guilders to be supplemented in the case of less well-to-do students. Those who cannot cope financially would have to look for work or could apply for Government-guaranteed interest-bearing loans.

The new system would replace the children's allowances which the Government intends to abolish for students over 18. Parents with studying children up to the age of 27 can now apply for these allowances and assist them in this way.

The unions are fiercely opposed to this abolition because it would greatly deteriorate the financial position of students who largely have to depend on their parents. They also oppose bank loans because this would saddle students with huge debts and hit lower income groups most.

The proposed new system is also considered unfair because, contrary to children's allowances, grants would not be inflation-proof and would be dependent on study results.

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Academics call for 'liberty'

from Mario Modiano

Fifty-five professors and lecturers from all Greek universities and graduates schools have founded a "University Group" to promote far-reaching reforms in Greek education.

The group outlined its objectives in a founding declaration which said that all institutions of higher learning should have full guarantees for academic liberty including the free flow of ideas; there should be university autonomy in curricula, administration and financial management; and a democratic structure should be provided for the effective participation of teachers and students in problem discussion and decision-making.

The declaration also called for increased State credits for education, more developed post-graduate studies and research programmes and the creation of new, contemporary universities.

The group intends to set up working committees which will study in detail the problems and suggest solutions. It will also offer its services to the Government in an advisory capacity.

The signatories of the founding declaration include many university professors who became involved during the dictatorship for their active resistance work and others who were persecuted by the regime for their radical ideas.

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Medical school for Blacks comes nearer

from Louis Hotz

On average there is one Black doctor in South Africa for every 45,000 of the African population, who constitute four-fifths of the total population. This compares with one White doctor for every 400 of the Whites.

The figures were given in Parliament by Mr M. C. Botha, Minister of Bantu Administration and Bantu Education, when he introduced legislation to give effect to the Government's decision, announced last year, to establish a separate medical school in an African area.

To be known as the Medical University of Southern Africa, it will be situated in the Tzaneba tribal homeland at Go-Rankuwa, adjoining Pretoria.

It will be open to African students from all the homelands, as well as, with the minister's approval, to students from neighbouring Black countries.

Sixty-nine per cent of employees without diplomas, it is claimed, are condemned to a lifetime of routine work. Simultaneously and paradoxically industrial employers are now reluctant to take on university graduates—particularly from the arts and science faculties. Seventy-five per cent of all diploma holders in the arts and 60 per cent in science subjects find jobs in the public sector.

In the humanities only 20 per cent of male graduates and 12 per cent of women can expect to find a job in the private sector requiring their specialized skills.

The other report, published by the Association for Executive Employment (Apec), confirms these findings. The Apec report stresses in particular what is called the "protestation" of many university graduates who, upon returning to university to obtain higher qualifications or simply to while away the time till finding a job. Last October enrolments were up by a further 2.2 per cent on 1974 and the tendency for more and more students to go on to higher diplomas was accentuated.

Undoubtedly the findings of these reports will add grist to the Government's mill as it attempts to implement the reform of second-cycle university studies (third and fourth years). Hotly contested over the past few months by students all over France the reform aims to bring about the "professionalization" of university studies.

Universities are being requested to give consideration to local and national job outlets when drawing up their programmes. All departments are being obliged to submit five-year plans for teaching and research courses. These plans will then be vetted by technical study groups appointed by the central Ministry and containing a large number of industrialists.

Students, however, have been protesting that the universities are being handed over to business interests and that degree courses geared to short-term economic aims will inevitably bring about a decline in academic standards.

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George Morgan reports on how the French private sector is becoming less and less impressed with "paper qualifications"

Industry steers clear of graduate job-hunters

French university diplomas have fallen into disrepute among the country's industrial bosses. Of all diploma holders emerging from higher education each year only 17 per cent find jobs in the private sector. The vast majority are recruited by Government agencies, the civil service and the teaching profession.

These facts are among the findings of two independent studies conducted into the problems encountered by French university diploma holders when seeking their first jobs. The reports also highlight graduate unemployment and the lengthening of university degree courses.

One report, drawn up by the Cereq, the Government-sponsored agency for investigation into qualifications, was drafted as part of preparations for the seventh plan due to be implemented this year. It points out that paper qualifications of one kind or another are now more essential than ever in obtaining satisfactory jobs. Only 4.5 per cent of employees without diplomas will find work requiring some measure of personal initiative.

The other report, published by the Association for Executive Employment (Apec), confirms these findings. The Apec report stresses in particular what is called the "protestation" of many university graduates who, upon returning to university to obtain higher qualifications or simply to while away the time till finding a job. Last October enrolments were up by a further 2.2 per cent on 1974 and the tendency for more and more students to go on to higher diplomas was accentuated.

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James Mill and the call for 'useful learning'

Kenneth Ballhatchet
discusses some recently
discovered correspondence
of the Scottish
utilitarian philosopher

University of London.



systems of higher education and

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	Total		Duration in days				For further commu- local of delib- enhance "time- meeting Thus and
	No Confs	%	1	2	3	4	
All organizers	75	75	47	15	22	8	5
Academic bodies	23	47	15	22	8	8	8
Professional Institutions	19	23	12	35	18	8	
Voluntary Organizations	58	59	36	29	7	7	7

Table 2: Time in conference 1975-76		Duration in days		Percentage	
	Total No days	1	2	3	4
All organisers	162	22	14	%	%
Academic bodies	25%	15	10	31	15
Professional institutions	21%	9	30	45	30
Voluntary Organizations	54%	29	30	35	12

for money achieved for
"in conference" but the
is in the hands of the deleg-
ate, of course, their sponsors.
Is this proposal should be on
conference agendas—or is
matter for informal discussion?

Henry is a research Sociolo-
gist at the Institute of Psychiatry
London, and Senior Lecturer in
Sociology at the University of
London.

ance organizer with a professional background. Henry is a professional organizer with a professional background.

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1880s, 1900s, 1910s, 1920s, 1930s, 1940s, 1950s, 1960s, 1970s, 1980s, 1990s, 2000s, 2010s, 2020s, 2030s, 2040s, 2050s, 2060s, 2070s, 2080s, 2090s, 2100s, 2110s, 2120s, 2130s, 2140s, 2150s, 2160s, 2170s, 2180s, 2190s, 2200s, 2210s, 2220s, 2230s, 2240s, 2250s, 2260s, 2270s, 2280s, 2290s, 2300s, 2310s, 2320s, 2330s, 2340s, 2350s, 2360s, 2370s, 2380s, 2390s, 2400s, 2410s, 2420s, 2430s, 2440s, 2450s, 2460s, 2470s, 2480s, 2490s, 2500s, 2510s, 2520s, 2530s, 2540s, 2550s, 2560s, 2570s, 2580s, 2590s, 2600s, 2610s, 2620s, 2630s, 2640s, 2650s, 2660s, 2670s, 2680s, 2690s, 2700s, 2710s, 2720s, 2730s, 2740s, 2750s, 2760s, 2770s, 2780s, 2790s, 2800s, 2810s, 2820s, 2830s, 2840s, 2850s, 2860s, 2870s, 2880s, 2890s, 2900s, 2910s, 2920s, 2930s, 2940s, 2950s, 2960s, 2970s, 2980s, 2990s, 3000s, 3010s, 3020s, 3030s, 3040s, 3050s, 3060s, 3070s, 3080s, 3090s, 3100s, 3110s, 3120s, 3130s, 3140s, 3150s, 3160s, 3170s, 3180s, 3190s, 3200s, 3210s, 3220s, 3230s, 3240s, 3250s, 3260s, 3270s, 3280s, 3290s, 3300s, 3310s, 3320s, 3330s, 3340s, 3350s, 3360s, 3370s, 3380s, 3390s, 3400s, 3410s, 3420s, 3430s, 3440s, 3450s, 3460s, 3470s, 3480s, 3490s, 3500s, 3510s, 3520s, 3530s, 3540s, 3550s, 3560s, 3570s, 3580s, 3590s, 3600s, 3610s, 3620s, 3630s, 3640s, 3650s, 3660s, 3670s, 3680s, 3690s, 3700s, 3710s, 3720s, 3730s, 3740s, 3750s, 3760s, 3770s, 3780s, 3790s, 3800s, 3810s, 3820s, 3830s, 3840s, 3850s, 3860s, 3870s, 3880s, 3890s, 3900s, 3910s, 3920s, 3930s, 3940s, 3950s, 3960s, 3970s, 3980s, 3990s, 4000s, 4010s, 4020s, 4030s, 4040s, 4050s, 4060s, 4070s, 4080s, 4090s, 4100s, 4110s, 4120s, 4130s, 4140s, 4150s, 4160s, 4170s, 4180s, 4190s, 4200s, 4210s, 4220s, 4230s, 4240s, 4250s, 4260s, 4270s, 4280s, 4290s, 4300s, 4310s, 4320s, 4330s, 4340s, 4350s, 4360s, 4370s, 4380s, 4390s, 4400s, 4410s, 4420s, 4430s, 4440s, 4450s, 4460s, 4470s, 4480s, 4490s, 4500s, 4510s, 4520s, 4530s, 4540s, 4550s, 4560s, 4570s, 4580s, 4590s, 4600s, 4610s, 4620s, 4630s, 4640s, 4650s, 4660s, 4670s, 4680s, 4690s, 4700s, 4710s, 4720s, 4730s, 4740s, 4750s, 4760s, 4770s, 4780s, 4790s, 4800s, 4810s, 4820s, 4830s, 4840s, 4850s, 4860s, 4870s, 4880s, 4890s, 4900s, 4910s, 4920s, 4930s, 4940s, 4950s, 4960s, 4970s, 4980s, 4990s, 5000s, 5010s, 5020s, 5030s, 5040s, 5050s, 5060s, 5070s, 5080s, 5090s, 5100s, 5110s, 5120s, 5130s, 5140s, 5150s, 5160s, 5170s, 5180s, 5190s, 5200s, 5210s, 5220s, 5230s, 5240s, 5250s, 5260s, 5270s, 5280s, 5290s, 5300s, 5310s, 5320s, 5330s, 5340s, 5350s, 5360s, 5370s, 5380s, 5390s, 5400s, 5410s, 5420s, 5430s, 5440s, 5450s, 5460s, 5470s, 5480s, 5490s, 5500s, 5510s, 5520s, 5530s, 5540s, 5550s, 5560s, 5570s, 5580s, 5590s, 5600s, 5610s, 5620s, 5630s, 5640s, 5650s, 5660s, 5670s, 5680s, 5690s, 5700s, 5710s, 5720s, 5730s, 5740s, 5750s, 5760s, 5770s, 5780s, 5790s, 5800s, 5810s, 5820s, 5830s, 5840s, 5850s, 5860s, 5870s, 5880s, 5890s, 5900s, 5910s, 5920s, 5930s, 5940s, 5950s, 5960s, 5970s, 5980s, 5990s, 6000s, 6010s, 6020s, 6030s, 6040s, 6050s, 6060s, 6070s, 6080s, 6090s, 6100s, 6110s, 6120s, 6130s, 6140s, 6150s, 6160s, 6170s, 6180s, 6190s, 6200s, 6210s, 6220s, 6230s, 6240s, 6250s, 6260s, 6270s, 6280s, 6290s, 6300s, 6310s, 6320s, 6330s, 6340s, 6350s, 6360s, 6370s, 6380s, 6390s, 6400s, 6410s, 6420s, 6430s, 6440s, 6450s, 6460s, 6470s, 6480s, 6490s, 6500s, 6510s, 6520s, 6530s, 6540s, 6550s, 6560s, 6570s, 6580s, 6590s, 6600s, 6610s, 6620s, 6630s, 6640s, 6650s, 6660s, 6670s, 6680s, 6690s, 6700s, 6710s, 6720s, 6730s, 6740s, 6750s, 6760s, 6770s, 6780s, 6790s, 6800s, 6810s, 6820s, 6830s, 6840s, 6850s, 6860s, 6870s, 6880s, 6890s, 6900s, 6910s, 6920s, 6930s, 6940s, 6950s, 6960s, 6970s, 6980s, 6990s, 7000s, 7010s, 7020s, 7030s, 7040s, 7050s, 7060s, 7070s, 7080s, 7090s, 7100s, 7110s, 7120s, 7130s, 7140s, 7150s, 7160s, 7170s, 7180s, 7190s, 7200s, 7210s, 7220s, 7230s, 7240s, 7250s, 7260s, 7270s, 7280s, 7290s, 7300s, 7310s, 7320s, 7330s, 7340s, 7350s, 7360s, 7370s, 7380s, 7390s, 7400s, 7410s, 7420s, 7430s, 7440s, 7450s, 7460s, 7470s, 7480s, 7490s, 7500s, 7510s, 7520s, 7530s, 7540s, 7550s, 7560s, 7570s, 7580s, 7590s, 7600s, 7610s, 7620s, 7630s, 7640s, 7650s, 7660s, 7670s, 7680s, 7690s, 7700s, 7710s, 7720s, 773

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With respect to the sciences, it is worse than a waste of time to employ persons other than to teach them, in the sense that they are found in the Oriental books. As far as any Oriental documents may be found in the Oriental languages, it is desirable that they should be translated, and this is evident.

It will be best accom-
modated by Europeans who have
the requisite knowledge.
In these branches, what
exists in Oriental literature is
very, but it has never been
quite necessary to establish
colleges for the cultivation of
it. (Public Despatch to
Government, 11 June
1864)

himself suspected that Mill
hind this, and enquired of
Strachey, an old friend who
ow on the staff of the
er's office.
They replied cautiously (20
1825): "You ask me
the attack on the Poona
was written by Mill.—It was
this I say only generally.—no
passage can be fixed—no
definite.

tered at the Board of Control for the India House." The despatch does not have been altered. But the

the University of Edinburgh teach the first elements, and the Greek Professor the very grammar of his language. And do not our Professors of all the Oriental languages do the same at Bailey's?—In fact do nothing else but teach elements? If he is to spend the teaching of elements, let him lose his dignity, he should be a low fellow. As soon as I

human declined the professorship (he was soon made bursar of Trinity, and later registrar of London University).

Finally, the Chairs were merged when the professors began to solve the problem reappeared. It was difficult to find pupils who understood and would accept a time Elphinstone College. The governors then decided to merge it with the English school and called it Elphinstone Institution, while the school teachers also became

author is professor of the
of South-East Asia at the
University of London.

It is generally accepted that from the time of Elizabeth on the ancient universities were as much finishing schools for aristocrats (who did not normally proceed to a degree) as dischargers of their traditional functions as professional schools for socially humble aspirants to ordination. However, the humanism of the Renaissance was not

Degrees

It is the eleventh volume in series on international equities under the general editorship of Mr Angel Trapero-Ballester of Unesco's division of higher education. This series is just one of the major Unesco project on international comparability of studies and degrees.

The book provides a world-wide survey of higher education systems of higher education and

of efforts to increase the breadth of the students' curriculum that remains the operative ideal of the university today.

Rothblatt's claim that the phrase "liberal education" means something quite different in the twentieth century from what it in the eighteenth is quite correct. But he is over-impressed with the depth of the difference. "Perhaps

and diplomas

The International Association of Universities has commented on the importance of the diploma as a means of comparison and decision making.

tion, numerous governments have made suggestions and comments concerning the texts on their respective countries.

criticism on a new historical foot-
in the second half of the eighteenth
century" (and he is not speaking
of "Wharton"). Nor is it true that
fellowships depended on examina-
tion success generally by 1830. It
was that stage only Orrell in Oxford
that stage only Orrell in Oxford
intellectual merit as the pri-
criterion of eligibility.

Anthony Quint

Renovation

older buildings of both the University and the Colleges have been renovated, in an attempt to slow down the process of deterioration and to improve the appearance of the town. Dr Walter Oakeshott edited the book which contains some outstanding photographs of buildings.

and after, by Mr J. W. Thomas; book costs £5.00 and is published by the Trustees of the fund.

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Associated Book Publishers

Chemistry needs graduates in quality, not quantity

The author is professor of chemistry at Edinburgh University. His article is an edited version of Professor Kamball's presidential address to the Royal Institute of Chemistry, given at the Charing Cross Congress in Glasgow last week.

Classified Advertisements

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Colleges of Education
Colleges of Further Education

Colleges and Departments of Art
Administration Overseas
Government
Industry
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Librarians
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Typing and Duplicating

Universities

The British Council

Invites applications for the following posts:

ELT Adviser (Mali)

Ministry of Education, Institut Pédagogique National, Bamako
Teacher training, in-service training, materials production, co-ordination of ELT.
Degree, postgraduate TEFL qualification, extensive overseas TEFL experience, including teacher training and textbook/materials production experience, good knowledge of French essential.
Salary: £5,001-£5,845 p.a.
Benefits: Overseas and children's allowances, furnished accommodation, annual passage-paid leave.
Two-year contract.
76 HE 13

Reader in English Literature (Poland)

University of Lodz
Good honours degree, research experience; preferably doctorate and published works.
Salary: £6,425-£8,141 p.a.
Benefits: Overseas allowances. One-year contract, renewable.
76 CU 28

Lecturers in English (Saudi Arabia)

Faculty of Medicine, University of Riyadh
Candidates (2 male, 2 female) must have a degree and a diploma of experience in TEFL.
Salary: Saudi Riyals 36,880 p.a. minimum (£5,760 at current rate). No local tax.
Benefits: Free accommodation. One-year contract, renewable.
76 AU 24-27

Lecturer in English (Iraq)

Department of European Languages, Basrah University.
Graduates with TEFL qualification. University teaching experience desirable.
Salary: £2,400-£3,000 p.a. (BA); £3,000-£5,000 p.a. (MA); £5,000-£7,000 p.a. (PhD).
Benefits: Free semi-furnished accommodation or housing allowance; no local taxation; 2 months' paid leave; annual leave plus 2 weeks' mid-year break.
One-year contract, renewable.
76 AU 14

Return fees are paid. Local contracts are guaranteed by the British Council.
Please write, briefly stating qualifications and length of appropriate experience, to: The British Council, c/o The British Council, 85 Davies Street, London, W1X 2ZA.

REMEMBER

Applications for the post of Lecturer in English (Saudi Arabia) should be sent to the British Council, c/o The British Council, 85 Davies Street, London, W1X 2ZA.

BRADFORD

Applications for the post of Lecturer in English (Saudi Arabia) should be sent to the British Council, c/o The British Council, 85 Davies Street, London, W1X 2ZA.

Rotterdam Erasmus University Department of Research into Higher Education

The department of Research into Higher Education has four task fields related to the educational programmes of the Erasmus University:

- courses and curriculum development: research, design, construction and evaluation
- empirical analysis of educational (sub)systems
- advising faculty members and faculty committees
- teacher training

The department invites applications for the post of

(SENIOR) RESEARCH OFFICER

The successful candidate should have a higher degree in educational psychology, education or related fields and experience in R & D projects on courses and curricula in higher education.
He/She will have a major responsibility for course development and curriculum change project in the faculties of Economics, Social Sciences and Law.
He/She must be willing to learn Dutch.
Salary scale: F 32,598 to F 80,889 per annum (about £5,250-£14,440), according to experience and qualifications.
Further information can be obtained from drs. C. F. van der Klauw, Erasmus University, Postbox 1738, Rotterdam, tel. 010-361000 ext. 2029.
Applications may be addressed to: Personnel Department of the Erasmus University Rotterdam, P.O. Box 1738, Rotterdam under nr. 2834.

AUSTRALIA

UNIVERSITY OF NEWCASTLE
ASSOCIATE PROFESSOR
SCHOOL OF EDUCATION
FINANCIAL MANAGEMENT

The Department offers a position of Associate Professor in the School of Education, Newcastle University. The successful candidate will be responsible for the teaching and supervision of students in the field of Financial Management. The candidate should have a PhD in Finance or a related field and at least five years' experience in teaching at the university level. The salary is £6,000-£7,000 p.a. plus benefits. Applications should be sent to the Department of Education, Newcastle University, Newcastle, NSW 2308, Australia.

DUNDEE

THE UNIVERSITY
CENTRE FOR MEDICAL EDUCATION

Applications are invited for the post of Lecturer in the Centre for Medical Education, Dundee University. The successful candidate will be responsible for the teaching and supervision of students in the field of Medical Education. The candidate should have a PhD in Education or a related field and at least five years' experience in teaching at the university level. The salary is £6,000-£7,000 p.a. plus benefits. Applications should be sent to the Centre for Medical Education, Dundee University, Dundee, Scotland.

AUSTRALIA

UNIVERSITY OF NEWCASTLE
ASSOCIATE PROFESSOR
SCHOOL OF EDUCATION
FINANCIAL MANAGEMENT

The Department offers a position of Associate Professor in the School of Education, Newcastle University. The successful candidate will be responsible for the teaching and supervision of students in the field of Financial Management. The candidate should have a PhD in Finance or a related field and at least five years' experience in teaching at the university level. The salary is £6,000-£7,000 p.a. plus benefits. Applications should be sent to the Department of Education, Newcastle University, Newcastle, NSW 2308, Australia.

MANCHESTER

THE UNIVERSITY
ADMINISTRATIVE OFFICER
SCHOOL OF EDUCATION

Applications are invited for the post of Administrative Officer in the School of Education, Manchester University. The successful candidate will be responsible for the administrative support of the School. The candidate should have a degree in Education or a related field and at least three years' experience in administrative work. The salary is £4,000-£5,000 p.a. plus benefits. Applications should be sent to the School of Education, Manchester University, Manchester, M13 9PL, UK.

WARWICK

THE UNIVERSITY
RELATIONS RESEARCH UNIT
GRADUATE RESEARCH IN

Applications are invited for the post of Graduate Researcher in the Relations Research Unit, Warwick University. The successful candidate will be responsible for conducting research in the field of Relations. The candidate should have a PhD in a related field and at least two years' experience in research. The salary is £4,000-£5,000 p.a. plus benefits. Applications should be sent to the Relations Research Unit, Warwick University, Warwick, CV4 7AL, UK.

Universities continued

LEEDS

THE UNIVERSITY
SCHOOL OF EDUCATION

Applications are invited for the post of Lecturer in the School of Education, Leeds University. The successful candidate will be responsible for the teaching and supervision of students in the field of Education. The candidate should have a PhD in Education or a related field and at least five years' experience in teaching at the university level. The salary is £6,000-£7,000 p.a. plus benefits. Applications should be sent to the School of Education, Leeds University, Leeds, LS2 9JT, UK.

SHEFFIELD

THE UNIVERSITY
DEPARTMENT OF

Applications are invited for the post of Lecturer in the Department of Education, Sheffield University. The successful candidate will be responsible for the teaching and supervision of students in the field of Education. The candidate should have a PhD in Education or a related field and at least five years' experience in teaching at the university level. The salary is £6,000-£7,000 p.a. plus benefits. Applications should be sent to the Department of Education, Sheffield University, Sheffield, S10 2TN, UK.

SALEFORD

THE UNIVERSITY
DEPARTMENT OF

Applications are invited for the post of Lecturer in the Department of Education, Saleford University. The successful candidate will be responsible for the teaching and supervision of students in the field of Education. The candidate should have a PhD in Education or a related field and at least five years' experience in teaching at the university level. The salary is £6,000-£7,000 p.a. plus benefits. Applications should be sent to the Department of Education, Saleford University, Saleford, S26 6DA, UK.

LESOTHO AND

UNIVERSITY OF BOTSWANA

Applications are invited for the post of Lecturer in the University of Botswana. The successful candidate will be responsible for the teaching and supervision of students in the field of Education. The candidate should have a PhD in Education or a related field and at least five years' experience in teaching at the university level. The salary is £6,000-£7,000 p.a. plus benefits. Applications should be sent to the University of Botswana, Gaborone, Botswana.

WARWICK

THE UNIVERSITY
LECTURESHIP IN POLITICS

Applications are invited for the post of Lecturer in the Department of Politics, Warwick University. The successful candidate will be responsible for the teaching and supervision of students in the field of Politics. The candidate should have a PhD in Politics or a related field and at least five years' experience in teaching at the university level. The salary is £6,000-£7,000 p.a. plus benefits. Applications should be sent to the Department of Politics, Warwick University, Warwick, CV4 7AL, UK.

NEW ZEALAND

MASSEY UNIVERSITY
POST-DOCTORAL FELLOW

Applications are invited for the post of Post-Doctoral Fellow in the Department of Education, Massey University. The successful candidate will be responsible for conducting research in the field of Education. The candidate should have a PhD in Education or a related field and at least two years' experience in research. The salary is £4,000-£5,000 p.a. plus benefits. Applications should be sent to the Department of Education, Massey University, Palmerston North, New Zealand.

Holidays and Accommodation

For more information, see page 10.

NATIONAL UNIVERSITY OF IRELAND ST PATRICK'S COLLEGE, DRUMCONDRA, DUBLIN 9

Applications are invited for the position of **HEAD of EDUCATION DEPARTMENT**
Applicants should have an appropriate postgraduate qualification with relevant experience. This is an expanding education department engaged at undergraduate (Bachelor of Education) and postgraduate level in the education of teachers.
Salary Scale:
Married Men — £8,090-£7,205
Women and Single men — £5,771-£3,781

The person appointed may be placed on an intermediate point on the scale.
Applications are also invited for the following new positions in the Education Department:
LECTURERS/ASSISTANT LECTURERS in EDUCATION in the following areas:
(i) Curriculum Theory and Development. (Applicants should have a qualification in curriculum at the theoretical level, together with a qualification in a subject taught in primary schools.)
(ii) Curriculum Studies, with special reference to Junior Classes in primary schools.
Postgraduate qualification (or equivalent) and teaching experience required.

Successful candidates will be appointed Lecturer or Assistant Lecturer according to qualifications and experience. They may be placed at an intermediate point on the scale.
Further particulars for all appointments may be had on application to the Appointments Secretary but no application forms are supplied.
All applications together with curriculum vitae and the names of three referees should reach the Appointments Secretary not later than Thursday, April 28th 1978.

MANCHESTER
THE UNIVERSITY
SCHOOL OF EDUCATION
ASSOCIATE PROFESSOR
SCHOOL OF EDUCATION
FINANCIAL MANAGEMENT
Applications are invited for the post of Associate Professor in the School of Education, Manchester University. The successful candidate will be responsible for the teaching and supervision of students in the field of Financial Management. The candidate should have a PhD in Finance or a related field and at least five years' experience in teaching at the university level. The salary is £6,000-£7,000 p.a. plus benefits. Applications should be sent to the School of Education, Manchester University, Manchester, M13 9PL, UK.

Polytechnics

The Polytechnic of North London

Faculty of Social Studies

Senior Lecturer in Sociology

(Department of Applied Social Studies)
Should have good academic qualifications and specialist experience in research methodology including statistics and survey work. Teaching experience up to final year degree level desirable.

Senior Lecturer in Social Psychology

(Department of Applied Social Studies)
Should have good academic qualifications and, preferably a higher degree. Teaching experience at degree level desirable.

The persons appointed to the above positions will teach on existing social work courses and, in cooperation with other departments, develop their subject as major areas of the curriculum. They will also be responsible for the supervision of students in the field of their subject.
(In exceptional circumstances one appointment may be made at Principal Lecturer level.)

Faculty of Science and Technology

Grade IV Head of Food Sciences

Should preferably be graduates and have general experience in the area of Dietetics, Home Economics and Institutional Management with particular expertise in one of these areas. Experience in the planning and evaluation of courses in higher education and an ability and desire to integrate with the work of other departments would be an advantage.

Salary scales —
Head of Department: £6,756 to £7,632
(Grade IV): plus £331 London Allowance
Principal Lecturer: £5,940 to £6,816 (bar) to £7,578 plus £331 London Allowance
Senior Lecturer: £5,081 to £5,955 (bar) to £6,417 plus £331 London Allowance

Application forms and further particulars (please state post in which interested) from the Establishment Officer, The Polytechnic of North London, Holloway Road N7 8DB (01-607 6767, extension 357).
Closing date: May 10th.

MANCHESTER POLYTECHNIC

Faculty of Humanities

Head of Department of General Studies

(Grade V £7,707-£8,583)

The Department has responsibility for General Studies support for courses in Science, Technology, Art and Design and General Studies courses. The Department is also associated with a number of other degree course initiatives. Removal assistance scheme.

Applications are therefore invited from candidates with suitable qualifications for the post. Further particulars and application forms may be obtained from the Secretary, Manchester Polytechnic, Lower Ormrod Street, Manchester M15 6BX, and should be returned by 7th May, 1978. Please quote H/52.

FURNISHED HOUSE TO LET

Camden, N.1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.

STRATHCLYDE REGIONAL COUNCIL DEPARTMENT OF EDUCATION FURTHER EDUCATION

All applicants should have relevant industrial or commercial experience where appropriate. Teacher training would be an advantage, but training will be provided on an in-service basis if necessary.

LECTURERS

Glasgow College of Technology, North Hanover Place, Glasgow G4 0BA

Applications are invited for the following posts:
Lect 'A' Graduate in Sociology, Psychology or Administration, with Industrial, Research, or Consultancy experience.
Lect 'A' Graduate with Interest in Clinical Studies and/or Instrumentation.
Lect 'A' Applicants should have a particular interest in Developmental Psychology. Ability to contribute to the teaching of Learning at degree level desirable.
Lect 'A' A Degree and/or postgraduate Diploma or professional qualification appropriate to one of the following: Marketing, Personnel Management, Business Policy, Production Management.

SALARIES: The promoted post structure in FE Colleges is presently under review.
LECTURER 'A' — £3,528-£6,324 (Bar) £6,807. LECTURER 'B' — £2,979-£4,671.
Placing on salary scales will be given for relevant experience.
Further details and application forms may be obtained from and should be returned to the college concerned by 27th April, 1978.

EDWARD MILLER, Director of Education.

ABERDEEN ROBERT GORDON'S INSTITUTE OF TECHNOLOGY

SCHOOL OF SPEECH THERAPY Senior Lecturer/Lecturer

in Speech Pathology and Therapeutics for Diploma of Licentiate of the College of Speech Therapists Course and to assist in preparation of a degree course.
Salary in range:
Senior Lecturer £6,312-£8,028 per annum
Lecturer £3,528-£6,807 per annum
Assistance with removal expenses.

Details from Chief Administrative Officer, Robert Gordon's Institute of Technology, Schoolhill, Aberdeen, AB9 1FR.

LONDON

THAMES POLYTECHNIC

Applications are invited from qualified quantity surveyors for the post of Lecturer in Building Economics and Construction Management. The successful candidate will be responsible for the teaching and supervision of students in the field of Building Economics and Construction Management. The candidate should have a PhD in Building Economics or a related field and at least five years' experience in teaching at the university level. The salary is £6,000-£7,000 p.a. plus benefits. Applications should be sent to the Thames Polytechnic, London, EC2A 4PU, UK.

Applications are invited from qualified quantity surveyors for the post of Lecturer in Building Economics and Construction Management. The successful candidate will be responsible for the teaching and supervision of students in the field of Building Economics and Construction Management. The candidate should have a PhD in Building Economics or a related field and at least five years' experience in teaching at the university level. The salary is £6,000-£7,000 p.a. plus benefits. Applications should be sent to the Thames Polytechnic, London, EC2A 4PU, UK.

Librarians

LEICESTER

THE UNIVERSITY
ASSISTANT LIBRARIAN
(CLINICAL SCIENCES)

Applications are invited from men and women graduates for the post of Assistant Librarian in the University of Leicester. The successful candidate will be responsible for the management of the Clinical Sciences Library. The candidate should have a degree in Library Studies or a related field and at least three years' experience in library work. The salary is £4,000-£5,000 p.a. plus benefits. Applications should be sent to the University of Leicester, Leicester, LE1 7RH, UK.

NEWCASTLE UPON TYNE

THE UNIVERSITY
LIBRARY

Applications are invited for the post of Librarian in the University of Newcastle upon Tyne. The successful candidate will be responsible for the management of the University Library. The candidate should have a degree in Library Studies or a related field and at least three years' experience in library work. The salary is £4,000-£5,000 p.a. plus benefits. Applications should be sent to the University of Newcastle upon Tyne, Newcastle, NE1 7RU, UK.

MANCHESTER

THE UNIVERSITY
SCHOOL OF EDUCATION

Applications are invited for the post of Lecturer in the School of Education, Manchester University. The successful candidate will be responsible for the teaching and supervision of students in the field of Education. The candidate should have a PhD in Education or a related field and at least five years' experience in teaching at the university level. The salary is £6,000-£7,000 p.a. plus benefits. Applications should be sent to the School of Education, Manchester University, Manchester, M13 9PL, UK.

Universities continued

Colleges of Further Education

CHELMER
Institute of Higher Education

(to be formed from Mid-Essex Technical College and Brentwood College of Education)

Faculty of Social Sciences
DEPARTMENT OF PLANNING
Enthusiastic Urban Planner with first degree in Sociology or Economics is required as a degree award.

Lecturer for new Full-Time Diploma Course
"Man and His Environment"

to join a lively teaching team to help with the development of the syllabus and with teaching of the course which started in October 1976. This is a chance to be in at the start of an exciting new educational venture with opportunities and responsibility for your own specialism, particularly related to the new 4 year Full-time Diploma, but also to the existing Part-time Final Course.

The R.T.P.I. have agreed to visit the course and application is to be made to the C.N.A.A. for a degree award.

Personal academic studies and research are encouraged as are involvement with R.T.P.I. and Branch affairs.

Salary Scale: Lecturer II £23,581-25,585
Senior Lecturer £25,343-28,287

Initial appointments will be made within the scale of Lecturer II.

Removal expenses and disturbance allowance available in approved cases.

Application forms and further details from the Acting Principal, Mid-Essex Technical College & School of Art, Victoria Road South, Chelmsford CM1 1LL.

Administration

COUNCIL FOR THE EDUCATION AND TRAINING OF HEALTH VISITORS

Applications are invited for the post of —

SENIOR ADMINISTRATIVE AND FINANCE OFFICER

The Council for the Education and Training of Health Visitors is a statutory but independent body, established by the Health Visiting and Social Work (Training) Act 1962, responsible for the promotion and approval of training courses for Health Visitors in Universities, Polytechnics and Colleges of Further Education throughout the United Kingdom, the conduct of examinations and research into matters relative to training.

Applicants should have had experience in administration, finance and documentation in a professional organisation, in an academic organisation or in the public service. The Senior Administrative and Finance Officer will work Deputy as appropriate.

Salary: On the scale £5,070-£5,831 inclusive of London Allowance.

Further particulars and application forms may be obtained from the Principal Administrative Officer, Council for the Education and Training of Health Visitors, Clifton House, Euston Road, London, NW1 2RS, to whom completed applications should be sent by 30th April, 1976.

BIRMINGHAM
THE UNIVERSITY

Applications are invited from qualified persons for the post of Lecturer in the Department of Education for Science and Technology. The post holder will be responsible for the development of ideas and the presentation of research findings in the field of science education. The post holder will also be responsible for the supervision of students and the conduct of research.

Applicants should have a first degree in Science or Technology and a minimum of five years' experience in the field of science education. The salary scale for Lecturers in the Department of Education for Science and Technology is £17,585-£20,420 per annum.

Applications should be sent to the Director of Education, University of Birmingham, Edgbaston, Birmingham B15 2TT, by 30th April 1976.

General Vacancies

SSRC Cambridge Group for the History of Population and Social Structure

The Group intends to appoint a research worker to assist in the theoretical and empirical statistical problems of population history. Candidates should have postgraduate qualifications and experience in quantitative or econometric history, demography and statistics, or related fields. The salary attaching to the post will be in the range £2,870 to £3,448. Both newly qualified and senior research workers will be considered.

Applications, giving details of qualifications and the names of two referees should be sent to the Director of the Group at 27 Trumpington Street, Cambridge, CB2 1QA, and should reach him by 1 June, 1976.

Social Science Research Council

SSRC Cambridge Group for the History of Population and Social Structure

The Group intends to appoint a research assistant for the analysis of data relating to English social structural history. Candidates should have training in economic and social history, or related fields, or alternatively, experience in the preparation and tabulation of research materials. Salary will be according to age and experience. Appointment will be for a period of not more than three years.

Applications, giving details of qualifications and the names of two referees, should be sent to the Director of the Group at 27 Trumpington Street, Cambridge, CB2 1QA, and should reach him by May 16, 1976.

Social Science Research Council

The British Museum

The Trustees of the British Museum expect in the next few months to appoint a Director of the Museum in succession to Sir John Pope-Hennessy who will be retiring on 31 December 1976. Those interested are asked to write before 1 May, to Mr. G.B. Morris, Secretary, The British Museum, London, WC1B 3DG for the conditions of appointment and an application form.

Fellowships and Studentships

NOTTINGHAM
THE UNIVERSITY

Applications are invited from qualified persons for the post of Lecturer in the Department of Education for Science and Technology. The post holder will be responsible for the development of ideas and the presentation of research findings in the field of science education. The post holder will also be responsible for the supervision of students and the conduct of research.

Applicants should have a first degree in Science or Technology and a minimum of five years' experience in the field of science education. The salary scale for Lecturers in the Department of Education for Science and Technology is £17,585-£20,420 per annum.

Applications should be sent to the Director of Education, University of Nottingham, Nottingham, Nottingham NG7 2RD, by 30th April 1976.

AUSTRALIA
DARLING DOWNS INSTITUTE OF ADVANCED EDUCATION
QUEENSLAND

LECTURER/SENIOR LECTURER

VACANCIES IN:

- Accounting
- Commercial Law
- Data Processing
- Economics Statistics/Operations Research

Applications are invited for the above positions in the School of Business Studies at the Darling Downs Institute of Advanced Education, a Regional College of Advanced Education located in the Garden City of Toowoomba (Population 65,000), 80 miles west of Brisbane.

The Institute was established in 1967 and is an Autonomous Tertiary Institution. The School of Business Studies offers a Bachelor of Business Degree with major studies available in Accountancy, Economics, Data Processing, Quantitative Methods and Agricultural Business Management. It is expected that a Graduate Diploma in Information Processing will be offered commencing 1977 or 1978. The Institute also offers Degrees in Engineering and Science as well as Diplomas in Arts and Education. It serves a population base of 200,000 persons. Current enrolment is over 3,000 students.

Toowoomba is an attractive city and boasts first-class Educational, Cultural and Medical facilities. The annual average temperature range is 45 degrees-70 degrees F. Toowoomba residents can travel to the State Capital, Brisbane, within two hours and to the famous Gold Coast resort within two and a half hours.

In selecting staff, the School of Business Studies places emphasis on both academic achievement and practical experience in business or tertiary teaching. Applicants without higher Degrees will need to demonstrate that their experience is a sufficient substitute. Appointees will be encouraged to undertake applied research.

Salary Range: Senior Lecturer: \$A17,585/20,420
Lecturer: \$A10,850/17,228

Applications including a curriculum vitae and the names of two referees should be forwarded to:

The Agent-General for Queensland,
392 Strand, LONDON WC2R 0LZ
Closing date: May 10th, 1976.

Overseas

NEPEAN COLLEGE OF ADVANCED EDUCATION
N.S.W.-Australia

School of Teacher Education
DEAN

Nepean College is a multi-disciplinary college of advanced education serving the metropolitan area of Sydney and the surrounding areas. It is currently seeking a Dean for the School of Teacher Education. The Dean will be responsible for the management and development of the school, which is currently in the process of being established. The Dean will be required to have a minimum of five years' experience in the management of educational institutions, and to have a strong background in teacher education. The salary for the position is \$25,955 (Aust.) per annum.

Applications should be sent to the Director of the School of Teacher Education, Nepean College, Kingswood, N.S.W. 2232, by 30th April 1976.

LETTERS TO THE EDITOR

Distributing resources

From Mr H. Webster

Sir,—Full of admiration as I am for the efforts of the Department of Education to solve the problem of producing an equitable and efficient method of distributing resources, especially staffing resources, in a polytechnic (the THES, March 5), his fundamental assumption unfortunately appears to be false.

To use staff-student contact hours as the basis of his method of calculation cannot be justified in polytechnic institutions because it ignores the essential differences between the teaching methods and therefore the contact hours imperatively required by different disciplines. He makes a slight reference to the fact that the contact hours are arbitrarily chosen at 24 hours per week but such a decision ignores certain fundamental academic values. For instance, the traditions of art and design may require as many as 35 hours contact per week, must be carried out in fully equipped studios with tutors continuously available. At the other end of the continuum, the humanities and social sciences may require as few as 12 hours contact because the focus of a student's work is largely to be autonomous private study supported by lectures, seminars and especially individual and small-group tuition.

Terence Burlin's system would make it impossible to provide the individual and small-group tuition required by such low contact hours because the humanities or social sciences would have only half the credit for staffing as science courses with 24 hours contact.

An alternative is a formula which accepts norms of contact hours which are different for different groups of disciplines but can be applied to any course whether it is a full-time, sandwich, part-time or short, undergraduate or post-graduate.

The danger of Terence Burlin's fundamental assumption cannot be overemphasized. It could undermine academic standards in those

courses, including science and technology courses, which have reduced or are endeavouring to reduce contact-hours in order to increase autonomous learning. It puts a premium on maintaining a 24-hour week at all costs and appears therefore to turn its face against some of the most important developments in polytechnics.

Yours sincerely,
H. WEBSTER
Dean of the Faculty of Education, Sunderland Polytechnic.

Physics problem

From Mr R. A. Sutton

Sir,—In response to a report by Alan Cune (THES, March 26), in which Sir Frederick Dalton was quoted as saying "Students are coming to university without the shoddy skill to use mathematical equations", I would like to point out that this is not a new or recent development.

Some five years ago this kind of problem was recognized by the physics departments in six universities—Birmingham, Cardiff, Chelsea, Keele, Surrey and York—who collectively set up the Physics Interface Project with financial support from the Nuffield Foundation, to determine the real nature of the school/university interface problems for physics students, and to do something about them.

The project's approach is to use specially designed diagnostic tests of prior knowledge and self-teaching units, first to identify and then to eliminate gaps in any student's knowledge and understanding of basic physics. These materials serve to bring the members of a first-year class to a common and known minimum level of attainment, and the self-teaching units are short enough to be used as supplementary reading material without overburdening the students.

Yours sincerely,
R. A. SUTTON,
Co-ordinator,
Physics Interface Project,
University College, Cardiff.

Overseas continued

SWINBURNE COLLEGE OF TECHNOLOGY
AUSTRALIA

HEAD of DEPARTMENT MATHEMATICS

Swinburne College of Technology is a college of advanced education. It is affiliated with the Victoria Institute of Colleges and has a large measure of autonomy under the governance of a College Council. The College is situated in Hawthorn, approximately four miles from the centre of Melbourne in the State of Victoria. The College offers courses in Applied Science, Art, Arts, Business and Engineering.

The Department of Mathematics is a member department of the Faculty of Applied Science which offers courses leading to the Bachelor of Applied Science in Bio-physics, Chemistry, Computer Science, Instrumental Science or Mathematics. The department also provides mathematics courses for students in the faculties of Arts, Business and Engineering. At the present time the department has an establishment of 24.

The successful applicant will be responsible to the Dean of Applied Science for academic leadership and the administration of the Department and will be required to ensure rational development in all disciplines and areas as well as maintaining liaison with industry.

Appointees should have a formal qualification in a field of mathematics appropriate to the activities of the Department. Other factors which will be considered in the appointment include experience in teaching at the tertiary level, experience in industry, experience in research, experience in administration and possession of a higher degree.

Intending applicants are advised to obtain a schedule of duties from the Registrar of the College.

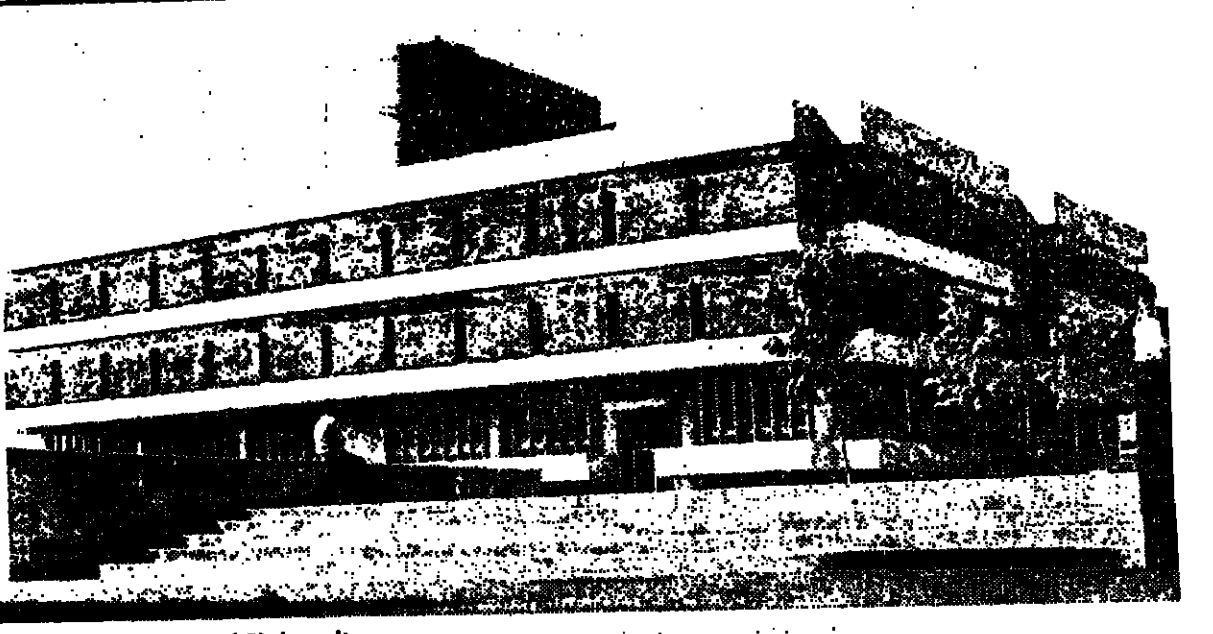
Salary: Aust.\$22,247.00 per annum.

Closing date: 28 May, 1976.

Applications, in duplicate, including the names and addresses of three referees, should be sent to:

The Registrar
Swinburne College of Technology
PO Box 218
HAWTHORN, 3122
AUSTRALIA

A Division of Swinburne College of Technology Limited.



The library at Brunel University.

Solving budget problems by devolution

Various calls have been made in these columns in recent months for greater departmental autonomy in the expenditure of university finances, but although a number of schemes have been proposed, none of them would appear to have been tested in practice, indicating an apparent unawareness of the developments which are under way in some universities.

Devolution of budgetary responsibility of academic departments was first introduced at Brunel University four years ago, using a system based on what we presume to be the University Grant Committee's own procedures for establishing cost norms for various activities. The available resources are distributed according to these norms, and departments are then given complete autonomy over the deployment of their funds.

The system has developed progressively following careful consideration of the probable consequences of any change. All members of staff have adopted a more responsible attitude to the use of resources, and the devolution appears to have resulted in an improvement in both academic and financial efficiency.

The present financial crisis affecting all universities, coupled with the reduction in student numbers and experienced by some disciplines, has extended the time scale originally set for achieving a balanced distribution of resources between departments.

From discussion with colleagues in other universities, however, it is clear that the procedures which have been devised and tested at Brunel have mitigated the effects of the financial crisis particularly for those departments which are expanding less rapidly than the average.

Every department receives an annual budget which is subdivided into academic staff costs, non-academic staff costs, departmental vote and furniture and equipment vote. The staff costs include remuneration, superannuation and insurance for all academic staff, with an automatic adjustment to compensate for approved promotions.

The departmental vote covers all items of expenditure other than full-time staff or furniture and equipment vote, and which, in theory at least, requires a positive choice each year.

It includes everything that can be associated with the department, such as part-time, temporary and demonstrator staff costs, research fellowships, staff travel and attendance at conferences, consumable stores, small items of equipment, maintenance contracts, printing, advertising and hospitality. Profits arising from short courses and conferences are retained by the sponsoring department and may be added to the vote.

Subject only to proper restraints on the use of Government funds, such as not using the furniture and equipment vote for recurrent purposes, and avoiding on-going commitments (eg, established posts) without prior approval by the university council, departments are free to 'vire' expenditure between their various sub-headings.

This delegation of authority to departments to create non-established posts, to pay travelling costs and conference fees, and so on, has diminished markedly the volume of

decision making that must be undertaken centrally, and less staff time is taken up by university committees.

The university finance office provides each department with quarterly statements of salary savings arising from vacant established posts, and monthly statements of actual and committed expenditure against the other sub-headings in the department's budget.

Salary savings are normally credited at the median cost for the grade appropriate to each vacant post, this level being chosen for all salary calculations to ensure that departments are not disadvantaged by having loyal staff with long service.

Surpluses and overruns are carried forward from year to year, although departments are limited in the extent to which they can authorize overspending. The resources committee of Senate holds a small reserve which can be used to alleviate proven cases of hardship, resulting from circumstances which could not be foreseen when allocations were made prior to the start of the financial year.

In practice, departments have behaved very responsibly. Overspending is a relatively rare occurrence, and the surpluses carried forward have improved the university's overall cash-flow situation.

Departments have also acted responsibly to the freedom to vary the number of staff employed in the various categories of teaching, research, technical and secretarial. Student contact hours (lecture, seminar/tutorial and laboratory) in a degree course can only be altered with Senate approval on the recommendation of its first or higher degrees committees. There is no evidence that departments have sought to decrease their teaching commitments to enhance the funds available for research purposes or attendance at conferences.

Staff, generally, would appear to have welcomed the flexibility to direct funds to where the need is greatest in their own particular department, and the inherent recognition that they are in a better position than any central committee to evaluate their local needs.

This flexibility has proved most advantageous during the present financial squeeze, for each department has been able to adjust its expenditure by internal rearrangement and thereby cushion the full impact.

Budgetary devolution is not likely to be acceptable, however, unless every department is satisfied that it has received a fair share of the total resources cake.

Thus the division of funds between departments must be done openly. Experience has shown that this does not result in long and acrimonious arguments if the basis on which the division is made is adequately quantified.

In parallel with the introduction of financial autonomy for academic departments, the Senate at Brunel began to evolve procedures for evaluating the distribution of funds between the academic departments. These procedures incorporate features which are believed to be novel in the organization of university finance.

The university council determines annually the total funds to be 'provided' for academic departments' expenditure and the maximum number of taught teaching staff appointments that may be

made. The resources committee of Senate then recommends to Senate the distribution of funds at department level and of posts at school level.

The basis on which allocations are made is the full-time-equivalent student (FTES) load for each department. This is defined to take account of service teaching, professional tuition, industrial tutoring for sandwich course students and the administrative load generated by each student in his home department.

The FTES load may thus differ significantly from the number of students registered with a department, but is considered to reflect more accurately the distribution of education effort.

The distribution of new tenured teaching staff posts, and the redistribution of any posts which become vacant due to resignation or retirement, is made with reference to a master plan which relates the target FTES staff ratio to FTES load for each school.

The posts are allocated to schools, leaving each school free to determine the number of posts available in the various departments within the school. This provides a measure of freedom to recruit staff well in advance of student registrations for new courses or for those courses which are growing rapidly, if the school so decides.

For all other votes (that is, for support staff and departmental votes) a weighted-FTES load is used, in which account is taken of the research load and which includes a number representing approximately 12 per cent of the average load to reflect the base load costs of the department.

These procedures have evolved and have been applied during a period of unprecedented financial stringency which has frustrated all attempts at forward planning. The readiness with which they have been accepted, and their proven ability to quantify areas in need, assure us well for that happy distant future when university finances are restored to a sound footing.

It should then prove possible to achieve the final objective where each academic department is given a total vote for the financial year, and a limitation only on the gross costs of established staff posts. The individual elements compounded into the vote will probably be determined by the procedures outlined above, but only the total vote will be modified.

It must be emphasized that the procedures are regarded as a guide lines against which individual problems and difficulties can be evaluated. In other words, they are regarded as equivalent to examination marks at an examiners' meeting—where an extending circumstance may be held to justify a classification higher than is indicated by a numerical rating.

All problems—other than shortage of total finance—which have been identified in detail have been accommodated readily by simple adjustments of one or other of the disposable parameters.

C. Bodsworth

Professor Bodsworth is chairman of the Resources Committee of Senate at Brunel University.